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ABSTRACT

The document describes a project to assess the occupational opportunities of persons with severe permanent handicaps, to describe vocational training programs and placement services available for the severely handicapped, and to recommend needed research and development activities concerning vocational and placement needs of severely handicapped persons. Individual sections address project activities which include preparation of an annotated bibliography of materials concerned with job placement of the severely handicapped, a survey of 333 training and placement programs, preparation of a handbook titled "Vocational Opportunities" which identifies and discusses major barriers preventing the severely handicapped from obtaining vocational training and employment, preparation of a handbook titled "Training Programs and Placement Services" which contains descriptions of 152 programs, and preparation of a monograph titled "Research and Development Recommendations". Additional sections cover the advisory panel meeting and dissemination activities, as well as conclusions and recommendations. Following a bibliography are the following appended materials: a list of the national advisory panel members; sample training and placement program nomination, program information, and job placement information forms; cover letters; an approval letter from the Bureau of Education for the Handicapped; and sample newsletters. (SBH)

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VOCATIONAL TRAINING AND PLACEMENT OF THE SEVERELY HANDICAPPED

June 1977

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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ABSTRACT

The purpose of this project was to assess the occupational opportunities of persons with severe, permanent handicaps; to describe vocational training programs and placement services available for the severely handicapped; and to recommend needed research and development activities concerning vocational and placement needs of severely handicapped persons. An annotated bibliography of materials concerning vocational training and job placement was prepared, and a survey was made of 333 training and placement programs, nominated by experts as especially effective or innovative, to obtain descriptive data about them. A handbook was prepared entitled Vocational Opportunities, which describes jobs held by the handicapped and barriers to training and employment with suggestions as to how these may be overcome. A second handbook entitled Training Programs and Placement Services was prepared containing one- to three-page descriptions of 152 programs. A monograph entitled Research and Development Recommendations was prepared identifying macroproblem areas requiring special attention over the years ahead. Three priority research areas are recommended for the Bureau of Education for the Handicapped: to make an impact on the controllers of the job market--business, labor, and industry; to continue to develop the technical resources to enable the severely handicapped to obtain training and employment; and to demonstrate effective practices and disseminate these practices as widely as possible.

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The members of the National Advisory Panel were most helpful in their advice, suggestions, and criticisms.

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I. INTRODUCTION

The Need

The national conscience is becoming more sensitive to the fact that many segments of American society do not receive the benefits to which they are entitled. This heightened sensitivity has led to expanded efforts to help the handicapped participate in the social, economic, and cultural mainstream of this society.

Legislation and court decisions are slowly providing the handicapped their full civil rights as guaranteed by the Constitution, including full access to education and vocational training. However, as these legal steps are taken, the public must acknowledge the need of all handicapped people to be treated as full-fledged human beings--no longer to be unnecessarily institutionalized, regarded as second-class citizens, or denied the full benefits of American life.

In the last decade, much progress has been made in preparing the handicapped for gainful employment. Two significant steps taken during this time were the specific funding of vocational training for the handicapped in the Vocational Education Amendments of 1968 and 1976. Supported by this legislation, a number of innovative and high quality programs for the handicapped are now operating in local school districts and other agencies.

Another significant step in improving legislation was the passage in 1975 of the Education for All Handicapped Children Act (Public Law 94-142). This bill calls for massive expansion in authorized levels of the basic state grants program. The act has three major aspects: (1) it has no expiration date; (2) it makes a specific commitment to all handicapped children; and (3) it states that education must be extended to handicapped children as their fundamental right. The following are more specific implications of this legislation.

- Individualized educational programming is an essential component of appropriate education designed to meet the unique needs of handicapped children.

- To the maximum extent appropriate, handicapped children should receive education with children who are not handicapped; in other words, special classes, separate schooling, or any other removal of the handicapped from the regular educational environment should be reduced as much as possible.

- Adequate testing should be provided to ensure that student placement is not racially or culturally discriminatory. Testing will be conducted in the child's native language or mode of communication unless it is clearly not feasible to do so.

Adherence to the requirements of these implications will help eliminate the barriers currently facing severely handicapped persons as they try to find employment.

While progress is being made in helping those classified as handicapped to maximize their potential for self-fulfillment and for useful and meaningful participation in society, much more needs to be done to help the severely handicapped. "Severely handicapped" persons are those who because of the severity of their problems need educational, social, psychological, and medical services beyond those offered by traditional and special education programs. Severely handicapped persons are seriously emotionally disturbed, profoundly or severely mentally retarded, or multiply handicapped. Also in this category are persons with severe language deprivations, perceptual-cognitive deprivations, a fragile physiological condition, and/or a number of abnormal behaviors. Abnormal behaviors may include a failure to attend to pronounced social stimuli, self-mutilation, durable and intense temper tantrums, and the absence of rudimentary verbal control. The impairment of the severely handicapped is considered to be relatively permanent (U.S. Office of Education, Bureau of Education for the Handicapped, 1975).

The Project

The Bureau of Education for the Handicapped (BEH) of the U.S. Office of Education has outlined two principal objectives for improving the fortunes of the severely handicapped: first, ". . . to enable the most severely handicapped children and youth to become as independent as possible, thereby reducing their requirement for institutional care and providing opportunity for self-development;" second, ". . . to stimulate the initiation, expansion, and improvement of vocational education programs for the handicapped throughout the country in order to assure that every handicapped youth will have career education training which is relevant to the job market, meaningful to his career aspirations, and realistic to his fullest potential."

In July 1975 BEH contracted with the American Institutes for Research to investigate and assess the vocational training and employment possibilities of persons with severe permanent handicaps. The AIR project is called Vocational Training and Placement of the Severely Handicapped (VOTAP), and its purpose is to provide information that will help to increase the vocational education and employment opportunities for such individuals.

A National Advisory Panel was formed to provide policy orientation and technical direction to the project, and to obtain expert assistance concerning the general objectives of the project, the clientele it addresses, current and prospective training and placement methodologies, and products. The panelists were drawn from the vocational education, special education, and rehabilitation communities. The names and addresses of panel members are listed in Appendix A.

Early in the project it became desirable to clarify that the focus of the VOTAP project was to be on vocational or occupational education rather than career education even though the BEH objective cited above implied that career education aspects should be considered. Vocational education and training in VOTAP was conceived of as education or training related to the occupational development of the severely handicapped, age 14 and beyond. This definition went beyond "vocational education" in the narrow sense of the term, which implies skills training with a trade orientation. Although the programs to be studied by VOTAP were for students 14 years and up, it was apparent that severely handicapped persons are especially in need of occupational preparation before age 14, when prevocational training usually begins. For this reason, it was decided to include recommendations that may extend research and development activities down into the grade school and preschool years, but no attempt was made to deal with career education concerns in a comprehensive manner.

The specific objectives of the VOTAP project were to determine the following:

- What are the potential vocations for severely handicapped youth and adults?
- What vocational training programs are available for the severely handicapped?
- Do effective job placement programs exist? If so, where, and what services do they provide?
- What research and development activities might contribute to improved career/vocational education opportunities for the severely handicapped?

Project activities were to be conducted throughout with an eye to the dissemination and use of the resulting products. Appropriate education professionals were to be kept aware of the project and their assistance solicited as needed. The products resulting from the project were to be packaged in a form that facilitated their use.

The VOTAP project included five major activities. The first task was the preparation of an annotated bibliography of materials concerned with job placement of the severely handicapped (Christensen, DuBois, & Austin, 1975).

The second task was to survey training and placement programs, to obtain descriptive data about them, and to identify particularly innovative or effective practices. Programs were selected from nominations according to geographic location, size, type of institution (public or private), and handicapping conditions of the clientele. Of the 333 programs surveyed, 169 programs responded. Guidelines for recognizing effective, innovative practices were drafted by the VOTAP project staff and were then reviewed by VOTAP's 13-member National Advisory Panel.

The third task was to prepare a handbook entitled Vocational Opportunities. This handbook identifies and discusses major barriers preventing the severely handicapped from obtaining vocational training and employment, and includes a description of strategies that can be used to surmount these barriers. The handbook contains lists of jobs obtained from the VOTAP survey that severely handicapped workers presently hold in sheltered workshops and competitive employment; it also contains suggestions as to how potential jobs may be opened to handicapped persons by managing relevant barriers.

The fourth task was to prepare a second handbook entitled Training Programs and Placement Services. This handbook contains one- to three-page descriptions of 152 programs. Innovative or effective practices are highlighted. These practices were identified from survey returns and reviewed by using criteria drafted by the AIR research staff and critiqued by VOTAP's National Advisory Panel and by BEH.

The last major task was to prepare a monograph entitled Research and Development Recommendations. This monograph synthesizes the project findings and offers recommendations for further research and development in the area of vocational training and placement of the severely handicapped. These recommendations are based on needs identified during the course of the project and on suggestions made by the National Advisory Panel.

II. THE LITERATURE REVIEW AND ANNOTATED BIBLIOGRAPHY

The compilation of an annotated bibliography was the first major task of the VOTAP project. A search and review of career and vocational training criteria from the past ten years was conducted to provide the information for the bibliography, to provide background information for other project activities, and to help locate programs for a survey of training programs and job placement services for the severely handicapped.

Literature Review

It was determined that a computer search would yield the most complete and accessible collection of literature and, at the same time, be more cost-effective than a manual search. Items were searched for under the following categories:

- Research reports concerning techniques for training persons with various handicaps in specific job skills
- Studies of job requirements and job adaptations for the handicapped
- Reports on training programs and placement services that involve innovative and/or demonstrably effective techniques

A trial search was performed using DIALOG, an information retrieval service operated by the Information Systems Group of Lockheed's Palo Alto Research Laboratory. This trial search helped in the organization of the final search.

The data bases covered by DIALOG were reviewed, and four were identified as especially pertinent for the project's purposes. These were (1) Resources in Education (RIE) and Current Index to Journals in Education (CIJE) (both within the ERIC system); (2) Abstracts of Instructional and Research Materials (AIM/ARM); (3) Exceptional Children Education Abstracts; and (4) American Psychological Association Abstracts. The first three of the data bases were accessed with the use of descriptors from the ERIC Thesaurus of Descriptors, and the fourth was accessed by descriptors from the Psychological Abstracts Thesaurus.

Staff members compiled lists of descriptors from each thesaurus and grouped them into five sets: handicapped, vocational/career education, surveys, legislation, and skills. The descriptors from the last four sets were paired, one at a time, with each descriptor from the first set. This pairing resulted in the identification of abstracts containing one descriptor from the handicapped set and one descriptor from the set with which it was crossed. Using this method in each of the data bases, over 10,000 abstracts were identified.

Staff members reduced the number of documents to be reviewed by excluding those written in a foreign language, those published before 1965, those dealing with less severe forms of handicapping conditions, and those that dealt with elementary-level career education or career awareness programs, since the project's focus was on vocational education for teens, young adults, and adults. A minimum client age of 14 was imposed for the programs reviewed, but no maximum age was established.

The focus of the project on vocational training as opposed to career awareness proved to be an important discriminator in screening the abstracts as well as in reviewing the actual documents. The BEH definition of "severely handicapped" also served as a useful discriminator. Much of the literature was directed toward the educable mentally retarded or the learning disabled, neither of whom is considered severely handicapped by the BEH definition.

After these parameters were applied, the number of citations remaining was 1,244. This was still a large number. The abstracts were then limited according to major descriptors, i.e., we retrieved only those abstracts for which our terms were major descriptors, not minor descriptors or identifiers. This resulted in 352 abstracts, which were printed and screened.

Each abstract was read and judged for relevance by two raters. The ratings applied were yes, no, or questionable. Questionable articles and differences of opinion between raters were discussed until a decision was agreed upon. After this double review process, 275 citations remained for document review.

The majority of the 275 documents were judged to be relevant and were read by staff members. Notes were taken or copies made of documents that continued to seem relevant after reading. New leads obtained from reviewed documents were followed up and duplicates that had ocurred between data bases were discovered and eliminated.

Many of the 275 documents were read on microfiche at the ERIC Clearinghouse on Information Resources located on the Stanford University Campus in Palo Alto. Other documents were read at Stanford University, San Jose State University, San Francisco State University, and the University of California at Berkeley libraries. Some articles and books were ordered through an interlibrary loan service and some directly from the publisher. Another valuable resource was the San Mateo Educational Resource Center in Redwood City.

Bibliography

The annotated bibliography that was then compiled contains annotations of 128 articles and 15 books by over 350 authors and editors. It was printed in December 1975, and ten copies were sent to the U.S. Office of Education. The bibliography consists of five sections: I. Introduction, II. Annotations, III. Additional References, IV. References to Unavailable Documents, and V. Author Index. The annotations in Section II, the main part of the bibliography, are divided into five categories:

- Features of Rehabilitation
- Employment Opportunities, Progress, and Recommendations
- Sheltered Workshops: General Considerations
- Job and Skills Training
- Vocational Training and Placement Programs

Sections III and IV contain lists of unannotated references to documents outside the focus of the project and to documents that had not been obtained by the AIR staff at the time the bibliography was completed.

A total of 100 copies of the bibliography were printed by AIR for dissemination purposes. AIR placed the bibliography in the ERIC system to satisfy requests in excess of the copies produced. The CEC Information Center on Exceptional Children, an ERIC Clearinghouse, included a resume of the bibliography in the May 1976 issue of Resources in Education (RIE).

III. THE SURVEY

The second major task in the VOTAP project was to conduct a survey of vocational training programs and job placement services for severely handicapped persons. The purpose of this survey was to locate available programs and to obtain program information from those that were particularly innovative and/or effective. The first stage was to develop appropriate instruments and a survey plan; the second stage was to conduct the survey.

Developing Appropriate Instruments and a Survey Plan

Training and Placement Program Nomination Form

Three separate survey instruments were developed (see Appendix B). The first was the Training and Placement Program Nomination Form, produced for the purpose of securing nominations of training and placement services. The form requested the following information about a nominated program:

- program name; director's name, phone, and address
- handicapped group served
- main purpose of the program
- whether it was public or private
- number of clients served
- type of community in which it operated

The Nomination Form was to be used in a one-time survey conducted by mail to identify programs to which two other survey instruments could be sent. Potential respondents were knowledgeable persons in five groups: experts and university researchers; federal agencies and bureaus, regional education laboratories, and research and development laboratories; knowledgeable persons in state departments of education; superintendents of local education agencies in cities of over 100,000; and professional organizations.

Program Information Form

The second survey instrument was the Program Information Form (PIF). This instrument requested the following information:

- an overview of the program
- staff and management
- cost
- training provided
- parental and community involvement
- program assessment procedures
- successful and innovative aspects
- job placement services
- skill information

The PIF was to be used in a one-time mail survey to provide program information for the two handbooks and for the monograph. Potential respondents for the PIF were to be identified from the Nomination Form.

Job Placement Information Form

The third YOTAP instrument was the Job Placement Information Form (JPIF). This instrument was designed to gather information about program placement services. It contained questions regarding the following topics:

- an overview of the program
- staff size and qualifications
- sources of client referral
- placement procedures
- relationship with training and rehabilitation programs, sheltered workshops, and employers
- community and agency contacts
- assessment of the effectiveness of placement services
- program needs and costs
- successful and innovative aspects
- jobs held by severely handicapped persons

The JPIF was to be used in a one-time mail survey of placement services to provide information for the development of the handbooks and the monograph. Potential respondents to the PIF and JPIF were to be identified from the Nomination Form and from the literature review.

In addition to these three instruments, preliminary letters and cover letters were drafted (see Appendix C). These were to be used to explain the project and the survey instruments to potential respondents.

Survey Plan

The survey plan called for identifying programs that were particularly innovative or effective. It was known from the Greenleigh study (Greenleigh, 1975) that at least 3000 programs in the nation provide vocational training or placement services for the severely handicapped. Staff decided to select 300 training programs and 300 placement services for review. Programs were to be chosen from each of the ten USOE geographical regions in proportion to the population (Table 1). These programs were identified from the Nomination Form and from the literature review. Programs nominated by two or more persons were given first consideration in the selection process. Definitions of innovativeness and effectiveness were left to the judgment of the nominators.

From within each geographical region, programs selected were to include the following:

- Urban programs (serving populations over 25,000)
- Rural programs (serving populations under 25,000)
- Programs serving varying number of clients (less than 30, from 31-100, over 100)
- Private programs
- Public programs
- Programs serving a broad range of severe handicaps

As the intent of the survey was to describe a wide range of existing programs rather than to draw strict conclusions about the population as a whole, sampling statistics were not employed.

Programs surveyed were to be sent a letter describing the AIR project, soliciting their cooperation in the survey, and informing them that their program was one of 300 selected from over 3000 programs in the nation. Also, each program was to be notified that the survey form (PIF or JPIF) would reach them by mail by a specified date.

TABLE 1

Number of Programs to Be Selected from Each Geographical Region to Be Surveyed by PIF and JPIF

Region	Population*	Number
I	11,847,186	18
II	28,183,931	41
III	23,413,653	35
IV	31,856,145	47
V	44,057,747	65
VI	20,338,458	30
VII	8,774,815	13
VIII	5,577,375	7
IX	23,147,362	34
X	6,515,735	10
Total	203,712,407	300

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*Figures according to 1970 U.S. Census

About one week after the lead letter was sent, both the PIF and the JPIF were to be mailed to the potential respondents along with a cover letter and a summary of the project. Three weeks after the initial mailing of the PIF and JPIF, a telephone call would be made or a reminder postcard sent to those who had not returned the instruments asking for their cooperation in returning the completed forms. Individual telephone calls were also planned to obtain missing or incomplete information after the forms were returned.

All of the materials and the survey plan were submitted to USOE for OMB approval on October 25, 1975.

Conducting the Survey

Training and Placement Program Nomination Form

While OMB approval was being awaited, a mailing list for the Nomination Form was prepared with a total of 1,043 potential respondents from the five different groups (Table 2). After OMB approval, the mail survey was begun April 1, 1976, in accordance with the survey plan. The survey was completed on May 15, 1976. Table 3 provides a summary of the Nomination Form returns data. A total of 373 programs was nominated through this process.

Program Information Form and Job Placement Information Form

Table 4 gives a breakdown of the characteristics of the programs selected for the PIF and JPIF surveys. It had been originally anticipated that nominated programs would either do training or placement. However, from the Nomination Form returns, it was learned that 71% of the programs identified had some form of both training and job placement. It was apparent that those programs should complete both the PIF and JPIF. In view of the additional work this would create for respondents, it was decided to telephone the program directors of each of these programs to explain the situation and ask if they would be willing to undertake the task. Dr. Paul Cook made the telephone calls after the lead letter and

TABLE 2

Potential Respondents in Each Group for Training and Placement Program Nomination Form

Respondent Group	Number
1. Experts and University Researchers	146
2. Respondents in Federal Agencies, Bureaus, Regional Laboratories, Research and Development Laboratories	102
3. Respondents in State Departments of Education	236
4. Respondents in Local Education Agencies	192
5. Respondents in Professional Organizations	367
TOTAL	1043

TABLE 3

Summary of Training and Placement Program Nomination Form Returns

Item	Number	% of Total Mailed Out
Total Number of Forms Mailed Out	1043	
Number of Completed Forms Returned	213	20
Post Office Returns (incorrect addresses)	12	1
Forms Returned Uncompleted	80	8
Number of Forms Not Returned	738	71
Number of Programs Nominated for PIF and JPIF	373	

TABLE 4

Breakdown of Programs Selected for PIF and JPIF Surveys

Region	*	Both	Training	Placement	Private	Public	1-30	31-100	101+	Rural	Urban	MR	Schizo	Autistic	Cerebral Palsy	Epilepsy	Orth & Spinal cord	Health Imp.	Neural & LD.	Multi Hand.	Blind	Deaf	Phys. Hand.	Social & Emot. Disturb	Mentally Ill
1		17	3	1	14	7	3	5	13	4	20	17	10	9	7	7	7	6	7	8	7	8	6	6	5
2	+4	34	8	2	13	33	8	15	22	6	39	26	13	13	14	12	13	11	12	15	13	15	9	10	7
3		29	8	3	22	19	13	14	13	9	36	31	15	16	23	17	19	5	10	12	6	6	18	18	13
4	+3	39	9	4	26	30	15	23	17	10	41	41	22	22	25	24	29	20	29	29	16	16	26	22	19
5	+3	58	14	9	35	47	17	29	38	19	64	59	17	18	21	18	22	10	19	31	17	18	28	29	19
6	+1	26	7	3	16	20	4	18	13	6	31	29	20	20	17	17	23	11	14	25	18	19	20	18	11
7		12	3	0	8	7	4	4	7	5	10	9	7	7	6	3	4	2	3	8	3	5	7	3	6
8		7	0	0	2	5	0	4	3	2	5	5	1	1	2	2	2	1	1	3	1	0	4	2	2
9	+1	29	12	10	23	27	9	23	20	8	44	34	14	14	9	8	10	7	11	25	13	10	29	16	14
10		11	3	0	3	9	6	5	2	4	9	10	3	5	4	3	5	3	6	5	4	6	6	7	5
TOTALS	12	262	67	32	162	204	79	140	148	73	299	261	122	125	128	111	134	76	112	161	98	103	153	131	101

* These programs did not indicate whether they were training or placement programs.

Note: There were 373 programs nominated.

description of the VOTAP project and survey purposes had been sent to the potential respondents; 257 program directors or their assistants were contacted. All but five of the directors agreed to participate in the survey and see that the survey instruments were completed and returned. Thirty-five programs were rejected after the telephone contacts were made because it was learned that their clientele were not severely handicapped by the definition being used in the project.

A total of 300 PIFs and 254 JPIFs were ultimately sent to 333 programs. A follow-up notice was sent three weeks after the initial mailing to those who had not yet responded. Table 5 summarizes the returns. Fifty-four percent of the total number of PIFs and JPIFs were returned, providing information on fifty-one percent of the programs.

TABLE 5

Tally of PIF and JPIF Returns

Week	PIFs	JPIFs	Post Office Returns	Dead
As of 9/10	1	1	0	0
8/27	1	0	0	0
8/13	2	2	0	0
8/6	2	1	0	0
7/23	7	3	0	2
7/9	8	4	0	1
7/2	16	12	0	8
6/25	29	20	0	0
6/18	25	23	0	4
6/11	28	22	0	12
6/4	14	10	1	7
5/28	5	5	0	5
5/21	7	3	1	2
GRAND TOTAL	145	106	2	41

Total Program Returns as of 30 September: 51% (169 out of 333)

Total Survey Form Returns as of 30 September: 54% (297 out of 554)

IV. HANDBOOK DEVELOPMENT

After the survey was completed, tasks related to reporting the results were undertaken. These results were reported in two handbooks and a monograph. The first handbook was entitled Vocational Opportunities, and the second was entitled Training Programs and Placement Services. The monograph was entitled Research and Development Recommendations.

Vocational Opportunities

Description

This handbook describes major barriers confronted by the severely handicapped person who attempts to obtain vocational training and eventual job placement. The handbook describes strategies for surmounting these barriers. These strategies may be used by the individual worker, by training and placement institutions, or by other advocates seeking to help the handicapped person attain his or her occupational goals.

This handbook also identifies potential job and vocational areas for severely handicapped persons. First, it identifies jobs at which persons with severe handicaps have been successful. Then, using the Dictionary of Occupational Titles (DOT) system of classification, the handbook shows how potential jobs can be extrapolated by identifying those that have similar worker requirements. Suggestions are made for managing the barriers that handicapped workers face in obtaining and performing these jobs. The job and skill listings are not exhaustive; they are, however, representative of the achievements of handicapped persons.

This handbook is intended primarily for use by those who provide vocational training and job placement services for the severely handicapped or for those who may be training personnel who will be providing these services. The handbook will be useful for the following:

- Identifying jobs that are suitable for sheltered workshops or for competitive employment situations
- Designing programs to train prople in skills relevant to a wide range of jobs, or to train them in background skills that will transfer to a wide range of more specific training programs
- Identifying job clusters that may be open for development to persons with certain types of handicaps

Selection of a Clustering Scheme

Selection of a clustering scheme for use in the handbook was a major concern from the beginning of the project. The vocational training field is replete with occupational clustering schemes, which generally include economic models, individual competencies models, and manpower training models.

Economic models cluster occupations around economic centers in our society. The scheme of 15 career clusters developed by the U.S. Office of Education is an example of an economic model. Its essential purpose is to predict groupings that are likely to occur in the future labor market in the United States. Clustering is based on broad similarity of economic activities, for example, Business and Office Occupations, Marketing and Distribution Occupations, and Communication and Media Occupations.

Individual competencies models focus primarily on clustering the competencies required of the individual, although consideration is also given to abilities, interests, and aptitudes. This clustering scheme is based on the assumption that a large number of jobs are open for which an individual can qualify, and the cluster forms the basis for individual guidance. Examples of individual competencies models are the Project TALENT clusters developed by Flanagan and associates (Flanagan et al., 1973) and the Dictionary of Occupational Titles (DOT).

The manpower training models were developed primarily for technical training in industry. Clusters in this model are based on task and skill commonalities. All jobs requiring similar skills are grouped to form a cluster, and training programs are developed to emphasize skills common to many occupations. An illustration is the Maryland Cluster Design used in vocational training (Maley, 1975), which groups occupations into Construction Cluster Occupations, Metal Forming and Fabrication Occupations, and Electronic-Mechanical Installations and Repair Occupations.

The RFP for this contract suggested that the 15 career clusters developed by the U.S. Office of Education be used in organizing potential employment areas for the severely handicapped. The rationale for this was to provide prospective contractors with the same frame of reference.

A primary concern expressed in the RFP was to determine the occupations within each cluster suitable for severely handicapped persons. In developing the handbook, it became apparent that an individual competencies approach would be more fruitful than an economic model approach, simply because the handbook focuses on skills in which persons with a given handicap have proven trainable. Once jobs being held by handicapped persons were determined, the DOT, which clusters jobs according to the skills needed to perform them, was used to identify jobs requiring similar skills, thus allowing extrapolation of "new" jobs and job areas. The clustering scheme encompassed as wide a range of jobs as possible to avoid overlooking potential areas.

In this individual competencies approach, occupations were grouped according to the worker trait groups of the DOT. Occupations were clustered according to level of sophistication required by jobs in dealing with data, people, and things.

The project proposal envisioned that the literature review would provide research staff with sufficient information about specific jobs being held by various handicapped people to develop the initial cluster of occupations required for the handbook. However, the specification of jobs in the literature was sparse, and most of the data were gathered later from the VOTAP survey.

Job data obtained from the surveys were not useful in describing available jobs according to handicapping condition; that is, with the exception of the severely and profoundly mentally retarded, it was found that severely handicapped persons of various categories of handicapping conditions are holding jobs in competitive employment across a wide range of worker-trait groups instead of just a few worker-trait groups. Therefore, an original scheme outlined in the proposal for describing jobs by handicapping condition was not a practical endeavor. After analyzing the RFP and the AIR proposal, a new scheme for organizing the job data was devised. In the new scheme, the original objectives for the handbook were substantively met, and the document was improved from that which was originally planned because it focused more on the individual than on the category of his or her condition.

In the new scheme, each worker-trait group in which a severely handicapped person held a job was analyzed to determine how other jobs within that group could be opened to severely handicapped workers by managing the barriers hindering job training or placement. Information about the barriers facing handicapped persons and about strategies used to manage them was gathered from the survey, the literature review, and from additional research conducted by the AIR staff.

This handbook was reviewed at two different stages by the VOTAP advisory panel and USOE. An initial draft containing introductory materials and a preliminary clustering scheme were reviewed in April and May of 1976, and a complete draft was reviewed in January 1977. These reviews were very helpful in suggesting improvements in the handbook's final version.

Training Programs and Placement Services

Description of the Handbook

This handbook presents 152 summary descriptions of vocational training programs and placement services for severely handicapped individuals in the United States. Its purpose is to provide professionals involved in the vocational training and placement of the severely handicapped with a resource directory of national scope. It is an intermediate link between the person seeking information about training and placement services and the agency supplying those services. Its usefulness will depend on the need of the professional to go beyond his or her immediate resources in search of ideas, programs, models, and information. The descriptions provided are summaries only, supplying basic information and highlighting successful and/or innovative practices. For detailed information, the user is encouraged to get in touch with the specific agency.

The programs and services described in the handbook represent a variety of agencies concerned with helping the handicapped achieve vocational independence. These agencies primarily include both public and private secondary and post-secondary educational institutions and rehabilitation facilities.

Nominations for effective programs to be included in this handbook were originally obtained, as described in Chapter III, from university researchers, federal agencies and bureaus, regional education laboratories, professional organizations, state and local educational agencies, and from a computerized literature search. Among these nominations, programs were selected to represent each of the ten USOE standard federal regions. Specific information regarding these programs was then obtained by mail survey.

The programs are organized in the handbook by the ten USOE standard federal regions (I-X). They are then organized alphabetically by state within each of these regions, and alphabetically by city within each state. When several programs are described for a particular city, they are arranged alphabetically by name.

Summary information describing a program is arranged within specific categories. These categories are essentially the same for each program, except cases in which a category may not have applied to a particular program or a program may have elected not to include information for that category. A description of the type of information in each category follows.

Program Description, Size, and Clients Served. Information in this category includes the type of agency providing the services; the year in which the program began operation; the type(s) of handicapped persons served; the total number currently served; the age groups of those served; the average daily attendance; the basis on which clients/students are admitted to the program; and the types of agencies that cooperate with the program in providing services to the severely handicapped.

Certification, Accreditation, and Licensing. This section states the agency or organization under which the service agency may be certified, accredited, or licensed to operate.

Staff and Management. This section states the total number of staff members--paid and volunteer, full-time and part-time--who work in the program. It also specifies the number of persons in each staff category (e.g., administrative, clerical) and lists any positions held by clients.

Major Features. This is the longest section in all program descriptions, enumerating and expanding on the specific types of services provided by the agency. The main focus, of course, is on the vocational training and placement functions. Specific information includes measures used to evaluate clients and the frequency with which each measure is used; jobs for which each handicapped group is being trained and whether these jobs are in workshop employment, competitive employment, or other (e.g., homebound); modifications of the educational or working environment to accommodate individuals with particular handicapping conditions; frequency, purpose, and persons attending case conferences concerning clients; extent and methods of involving the family and community in program activities; number and types of clients placed into training/rehabilitation programs, sheltered workshops, and competitive employment; the types of jobs in which clients are placed; and the degree of cooperation provided by employers in making job opportunities available to the handicapped.

Facilities, Materials, and Equipment. This section describes any special facilities, curriculum materials, or equipment that an agency has considered worthy of mention.

Assessment. This section cites the criteria by which an agency judges the success of its training and/or placement program. These criteria are reported only for programs that collect data or other evidence concerning these criteria. If data are not collected, this section does not appear in the program description.

Cost. This section lists the total operating budget of the program for the last fiscal year, including the total value of in-kind contributions, the average yearly cost per client, and the various sources of funding and percentage of total funding supplied by each source.

Note that the formula used in this handbook to determine average yearly cost per client is total operating expenses divided by average daily attendance. Various agencies use various formulas to determine average yearly cost per client. For consistency, however, the formula stated here is applied to all agencies supplying the information necessary to determine this cost.

Successful and/or Innovative Aspects. This section describes those aspects or practices of a program that the staff considers particularly successful and/or innovative. These practices have been screened generally, using criteria drafted by AIR research staff and reviewed by BEH and the project advisory panel. Note, however, that no attempt has been made to verify statements of program staff regarding effective practices, as it is beyond the scope of the present project.

Needs. This section lists those areas in which staff feels improvement is most needed for the program to function effectively. Any one program may have many needs; this section pinpoints the most pressing ones.

For Further Information. This section lists the individual to contact for further information regarding a program. This individual is heavily involved in the program and is well qualified to handle outside requests for information.

Appendices. The appendices of the handbook consist of three items. Appendix A, presented in matrix form, is a listing of all agencies (or programs) described in the handbook, indicating both the type of agency (e.g., secondary educational institution, sheltered workshop, comprehensive rehabilitation center) and the handicapped groups receiving services. Appendix B, also in matrix form, is a listing of all agencies and the types of services they provide. Appendix C lists the criteria for innovative and/or effective program practices. These criteria were drafted by the AIR research staff and reviewed by BEH and the project advisory panel. They were used as general guidelines when screening individual program practices in terms of effectiveness and/or innovation. The criteria are useful in suggesting the features of an "ideal" program; this does not imply, however, that any one program should have all of these features or practices to be considered as successful or innovative.

Development of the Handbook

Training and Placement Services was originally planned in the AIR proposal as two handbooks. The first was to be a description of programs serving the severely handicapped with special emphasis on vocational and occupational training practices; the second was to be a description of selected placement systems with emphasis on innovative and successful placement practices and methods. However, most of the programs surveyed conducted both vocational and occupational training and provided placement services for handicapped persons. Therefore, AIR formally requested BEH to approve the consolidation of the two proposed handbooks. This eliminated considerable repetition of descriptive materials and avoided an artificial division in program descriptions. Appendix B of the handbook allows the reader to identify programs providing vocational and occupational training services and those providing placement services. A letter from the Contracting Officer approving the consolidation of the two handbooks is contained in Appendix D.

Each program description was reviewed and corrected by the staff of the program. In addition, drafts of the introduction to the handbook and ten sample descriptions were reviewed by the National Advisory Panel, AIR consultants, and BEH, and suggestions were made for an indexing system.

Research and Development Recommendations

The monograph, Research and Development Recommendations, identifies problem areas in vocational education for the handicapped that will require special attention and may require research and development over the years ahead. The problems identified are very large problem areas rather than specific needs, each of which could become a whole program of research over time. The task in this monograph was to identify pressing problems, develop a system to conceptualize the problems, and then categorize them to aid in the development of long-range, systematic plans. It was beyond the scope of the VOTAP project to develop systematic long-range plans for each of these areas or to provide all of the detailed research strategies for each topic area; however, an example of possible research is included for each topic area.

This monograph approaches the task of generating research and development recommendations from two points of view. Chapter 1 presents a theoretical model that describes the dimensions upon which the task could be approached independently from the recommendations of practitioners in the field. Chapter 2, on the other hand, describes the needs and recommendations of program staff as determined by the VOTAP survey and by the members of the Advisory Panel. The recommendations that follow in Chapters 3, 4, 5, and 6 are developed using both approaches. Finally, Chapter 7 summarizes the recommendations and makes suggestions for the priority in which the recommendations should be addressed.

The following guidelines were used in developing the research and development plan. Their purpose was to describe an ideal set of characteristics that the writers could attempt to realize.

(1) The recommendations should describe a balanced program of investment. The plan should address fundamental issues from a wide range of topic areas related to vocational training and placement of the severely handicapped, as well as the immediate and pressing needs of practitioners.

(2) The plan should be heuristic. A research plan should be as useful as possible in generating research ideas. If it contains a model that is interesting but does not generate research, it will not fulfill one of its major requirements. The research model should be stated in such a way that it is possible to analyze and address problems from a variety of approaches.

(3) The plan should have a theoretical as well as empirical approach to problem analysis. The research and development plan should approach the task of identifying research recommendations from both a theoretical and empirical basis. A theoretical approach allows problems to be analyzed deductively from broad principles to ensure comprehensiveness, while an empirical analysis of critical problems identified by practitioners in the field is an inductive process that ensures the plan will be thorough and oriented to real problems.

The recommendations in the monograph address four areas of enterprise (Chapters 3, 4, 5, and 6 respectively):

(1) Educational programming is the first of these areas. It includes developing appropriate curricula, developing instructional methods, developing staff skills, organizing programming at the community level, smoothing the transition to the world of work, and helping handicapped individuals to formulate goals and obtain training for career preparation.

(2) Occupational independence includes helping the handicapped individual to obtain placement on the job and maintain progress once a job and career have been started. This area also includes developing staff to help in establishing occupational independence, to perform job reengineering, and to maintain social work programs.

(3) Socioemotional adjustment is an area that encompasses a number of research and development needs. These include the development of basic social skills, attitudes of self-acceptance and self-esteem, accurate self-perception, realistic aspirations, the ability to utilize healthy assistance from others, and skills in gaining societal acceptance.

(4) Physical accommodation includes the design, provision, and maintenance of prostheses, orthoses, and other assistive devices, as well as increasing the accessibility of housing, work places, and transportation systems.

The monograph construes research and development activities broadly. Five areas of activity are identified.

(1) Research is the first area and refers to both basic and developmental activities. Basic research is primarily directed to the development and evaluation of theory in which immediate applicability of findings is not a major concern. This type of research activity is primarily concerned with the discovery of knowledge. Developmental research, on the other hand, is undertaken to bring about specific improvements in the practices in a particular

setting. It includes studies that compare the effectiveness of various principles in meeting goals, solving practical problems, or evaluating programming methods.

(2) Product and materials development is the second area. This category of activities focuses on the development of appropriate products or materials useful in programming. Such materials may include curriculum materials for student use, teacher guides, and audiovisual teaching aids and devices.

(3) Services is the third area. Often the solution to a problem facing the vocational training or occupational placement and maintenance of a handicapped person in a job does not require basic or developmental research or materials development but requires development of basic services. These activities include the development of evaluation devices to determine educational and vocational needs, the development of programming services in new situations that have been demonstrated to be effective in other settings, or the placement of handicapped personnel on the job and assistance in maintaining and enhancing their occupational careers.

(4) Evaluation is the fourth area. It takes place at many levels. It might be an evaluation of an individual's capabilities, training needs, occupational readiness, or performance on the job. It might involve the assessment of a program of services to clarify desired outcomes and to determine the effectiveness of certain inputs and processes undertaken in order to meet program outcomes or evaluate program impact. Or evaluation might involve large-scale studies to determine needs in the areas of research, development, or program services.

(5) Dissemination is the final area under research and development activities. It is the process of transmitting information about an idea, program, or product that creates awareness or interest in the idea, program, or product. This information enables potential users to implement a practice on a trial basis. Dissemination is an appropriate strategy when a prob-

lem exists and tested solutions to the problem have already been researched and developed. If the solutions are effective, then the task is one of implementing that solution in a new setting. Examples of dissemination activities are circulation of newsletters and reports; the establishment of dissemination centers; the establishment of central records systems that serve as a clearinghouse for new ideas, programs, or products; the development and distribution of program information packages (PIPs); and provision of technical assistance in conducting workshops and providing consulting services to enable practices to be established in new settings.

V. ADVISORY PANEL MEETING AND DISSEMINATION ACTIVITIES

Advisory Panel Meeting

The VOTAP National Advisory Panel met formally in August 1976 in San Francisco, California. The major item on the agenda was to identify vocational training and placement needs of the severely handicapped. Panel members were given a summary of the procedures and results of the AIR survey of training and placement programs. Three subgroups were formed to consider the needs of severely handicapped persons in greater detail. Panel members made recommendations for future research and development in three main areas: (1) overcoming the attitude barrier; (2) improving the nature of employment; and (3) removing obstacles to employment. Following are some of these research and development recommendations, which are presented in detail in Proceedings of the National Advisory Panel (American Institutes for Research, 1976).

(1) Conduct research on the many aspects of mainstreaming. For example, does mainstreaming reinforce or eliminate negative attitudes? Does it deny or guarantee services? At what age is mainstreaming most effective?

(2) Determine where the educational system succeeds and where it fails, and develop means to overcome the failings. Means may include revised teacher-training procedures, new curriculum materials, manpower programs in the schools, job development teams in the schools, increased parental involvement, or involvement of other community agencies in school activities.

(3) Conduct research to determine the most cost-effective ways of constructing architecturally accessible buildings.

The National Advisory Panel also made recommendations concerning other aspects of the VOTAP project, such as the general approach and format of the handbook, Vocational Opportunities.

Dissemination Activities

Several activities were carried out in connection with the dissemination of information about the VOTAP project. The various activities that were planned to inform vocational and special educators and other professionals about the project constituted a continuing effort or process. These activities are cited below.

- A VOTAP newsletter was prepared and mailed; information about the project was also included in the Career Education and Vocational Education Curriculum Specialist newsletters. All three newsletters were issued periodically by the Developmental Systems Group of AIR (see Appendix E).
- A project brochure was widely distributed by mail to hundreds of professionals and practitioners in vocational education, special education, and rehabilitation.
- The project brochure and A Selected Bibliography were displayed at two open houses held by project staff during the American Vocational Association Convention in December 1975, held in Anaheim, California.
- Project brochures were distributed at the USOE Western Regional Education Fair in March 1976 at the Center for Educational Development in San Francisco. Copies of the bibliography were also displayed at the fair.
- Project brochures were distributed informally at two national conventions held in San Francisco. These were the American Educational Research Association (April 1976) and the Association of Rehabilitation Facilities (May 1976).
- In May 1976, a resume of the bibliography appeared in Resources in Education (RIE), the monthly abstract publication of the Educational Resources Information Center (ERIC).
- Special presentations were made at the 1976 meeting of the American Association for the Education of the Severely/Profoundly Handicapped and the 1977 meeting of the Council for Exceptional Children.
- Information about VOTAP was also presented at the National Forum on Pathways to Employment conducted by the President's Committee on Employment of the Handicapped in Washington, D.C., in November 1976. VOTAP staff made a presentation at the Third National Forum on Education and Work in Februrary 1977.
- The meeting and deliberations of the National Advisory Panel in August 1976 were especially useful in fostering national visibility of the VOTAP project since participants included high-level professionals in the fields of vocational education, special education, and rehabilitation.

- As a result of the presentation made at the Third National Forum on Education and Work, contact was made with a publishing company regarding the possibility of commercially distributing the VOTAP materials.

- The survey conducted by the VOTAP project staff created awareness of and interest in the project to administrators and practitioners in all states.

VI. CONCLUSIONS AND RECOMMENDATIONS

This chapter briefly summarizes the major conclusions and recommendations of the project. Because the conclusions and recommendations are found in the handbooks and the monograph, the reader is referred to these products for greater detail and background. Each of the handbooks and the monograph are discussed below to indicate what can be found in each product.

Conclusions and Recommendations in VOTAP Project Materials

Vocational Opportunities

The first handbook, Vocational Opportunities, reported that major barriers facing the severely handicapped in their attempts to gain relevant vocational training and job placement and to maintain employment can be classified into four major areas. These barriers along with functional barriers and strategies for overcoming the barriers are listed in Table 6.

It was determined from the survey and reported in Vocational Opportunities that severely handicapped persons are holding jobs in competitive or sheltered employment in at least 65 of the 114 DOT Worker Trait Groups (see Table 7). It is the view expressed in this handbook that given proper management of the barriers to employment many more kinds of jobs may be available to the severely handicapped. Suggestions are provided for the management of the barriers. As discussed in Chapter IV, it was determined that it was not feasible to classify the kind of work that could be done by a handicapped worker according to his or her handicap. Rather, in order to obtain employment, it is necessary to make an individual assessment and to undertake individual planning according to personal interests, skills, and barriers. A procedure was outlined for doing this. A handicapped person is first of all a person. Generalizations about handicapping conditions are useful for conceptualizing and conveying information, but they must be used cautiously when dealing with

TABLE 6

Major Barriers, Functional Barriers, and Strategies for Overcoming Barriers to Employment

1.0 Attitudes

1.1 Lack of knowledge regarding consequences of hiring the disabled

Strategies: Education
Legislative action
Responsibilities of employers

1.2 Low expectancy on the part of society

Strategy: Development of genuine competencies

1.3 Low self-esteem

Strategies: Supportive counseling
Work experience
Behavior modification

2.0 Communication

2.1 Impaired ability to speak or hear

Strategies: Devices that use visual displays in lieu of speech
Speech augmentation or generation devices
Basic communication skills for co-workers
Speech therapy for clients

2.2 Impaired ability to read or to review one's own written work

Strategies: "Conversion" of print to sound or touch
Simultaneous production of braille and ink print

2.3 Difficulty in using standard communication equipment

Strategies: Typewriter modifications
Special needs telephone equipment

(continued)

TABLE 6 (continued)

3.0 Environment

3.1 Inability to use ordinary means of transportation

Strategies:
- Education
- Design
- Dissemination
- Community participation
- Legislation

3.2 Inability to function in a business setting because of architectural barriers

Strategies:
- Education
- Design
- Planning
- Communication

3.3 Difficulty in perceiving and acting in accord with environmental signals

Strategies:
- Augmentation of symbols
- Presentation of signals in a different modality

3.4 Difficulty of using objects in the work environment

Strategies:
- Alterations in the work station
- Equipment modifications
- Special tools, prostheses, and other aids
- Job redesign
- Reassignment of duties
- Alteration of work activities
- Elimination of unnecessary activities

4.0 Skills

4.1 Lack of independent living skills

Strategies:
- Sheltered workshop training
- Off-campus or halfway house training
- Home training
- Public education

4.2 Lack of basic education skills

Strategies:
- Mainstreaming
- Job modification

(continued)

TABLE 6 (continued)

4.3 Lack of work adjustment attitudes, skills, and capacities

Strategies: Work simulation, conditioning, and experience
Supportive counseling

4.4 Lack of vocational skill development

Strategies: Individualized program instruction
Modeling
Paraprofessional tutors
Operant behavior modification
Work experience
Drug therapy
Systems approach
Reorganization of programs into multiagency centers

TABLE 7

Severely Handicapped Employed in DOT Worker Trait Groups

.081	Art Work
.081	Engineering Research and Design
.088, .188	Mathematics, Physical Sciences, and Related Research
.108	Medical, Veterinary, and Related Sciences
.108, .118, .168	Legal and Related Work
.108, .208	Guidance and Counseling
.018, .038, .068	Journalism and Editorial Work
.081	Scientific Research
.131	Supervisory Work (farming, logging, manufacturing, processing, construction, transportation, and related activities)
.118, .168	Administration
.138	Supervisory Work (clerical, sales, and related activities)
.138	Supervisory Work (service and related activities)
.148, .268	Radio Announcing and Related Work
.168	Engineering, Scientific, and Technical Coordination
.168	Managerial Work
.168	Scheduling, Dispatching, Expediting, and Related Work
.168, .268	Interviewing, Information Giving, and Related Work (vocational, educational, and related activities)
.168, .268	Investigating, Protecting, and Related Work
.181, .281	Drafting and Related Work
.181, .281	Technical Work, Engineering, and Related Fields
.181, .281, .381	Materials Analysis and Related Work
.187, .284, .287	Appraising and Investigating Work
.188, .288	Accounting, Auditing, and Related Work
.228	High School, College, University, and Related Education
.268	News Reporting and Related Work
.258, .358, .458	Demonstration and Sales Work
.271, .371	Beautician and Barbering Services
.268, .368	Secretarial and Related Work
.280, .380	Set Up and/or All-Round Machine Operating
.281, .381	Cooking and Related Work
.281, .381	Craftsmanship and Related Work
.282, .382	Radio and Television Transmitting and Receiving
.288	Technical Writing and Related Work
.288	Translating, Editing, and Related Work

TABLE 7 (continued)

.368	Facilities, Services, and Movement Allocating and Expediting Work
.368	Information Gathering, Dispensing, Verifying, and Related Work
.368	Paying and Receiving (banks and other establishments)
.368, .378	Nursing, X-Ray, and Related Services
.382, .384, .387, .484, .487	Inspecting and Stock Checking
.382, .582	Typesetting, Reproducing, and Related Machine Work
.384	Technical Work, Science and Related Fields.
.388	Classifying, Filing, and Related Work
.388	Corresponding and Related Work
.388	Stenographic and Related Work
.388, .488	Computing and Related Recording
.468	Cashiering (drug stores, theaters, restaurants, and related establishments)
.468, .478	Customer Service Work, N.E.C.
.484, .485, .487, .584, .585, .587, .683, .684, .685, .687	Sorting, Inspecting, Measuring, and Related Work
.588	Typing and Related Recording
.858	Selling and Related Work
.588, .688	Routine Checking and Recording
.781	Precision Working
.782	Operating--Controlling
.862	Switchboard Service
.863, .864, .865, .867, .873, .874, .877	Miscellaneous Customer Service Work
.868, .878	Ushering, Messenger Service, and Related Work
.874, .877	Animal Care
.868, .878	Protecting and Related Work
.883	Driving--Operating
.868, .878	Miscellaneous Personal Service Work (food serving, portering, valeting, and related activities)
.878	Child and Adult Care
.884	Manipulating
.886	Feeding--Offbearing
.885	Tending
.887	Handling

individuals. In considering the handicapped person, the needs, capabilities, and traits of the individual are paramount, not the handicapping category or condition.

Training Programs and Placement Services

This handbook, as described in Chapter IV, provides readers with summary descriptions of programs and services nominated by knowledgeable persons in the field and by AIR project staff as being particularly innovative or effective. Programs from each of the ten USOE geographical regions are described (see Table 8).

Table 9 provides a summary of the percentages of type of agency, handicapped groups receiving services, and types of services provided by the programs. It can be seen from this summary that the programs surveyed are varied in the types of handicapped groups served and in the types of services provided. Caution should be used in making strict interpretations of these services for three reasons. First, the data are reported data only, and AIR staff were unable to verify these reports independently. Second, categorization of types of handicapped groups and services was left to the interpretation of program staff and therefore the reliability of these classifications cannot be completely assumed. Third, many of the programs are part of larger organizations and, even though the described program may not provide a particular service, its clients may have had access to these services elsewhere.

This handbook also identifies innovative or effective program practices as an aid to readers to identify practices that may be transferred to their own settings. Many practices of a program might become the focus of such criteria. For the purposes of VOTAP, however, practices that deal with vocational training and job placement are of paramount interest. Each of the criteria listed below applies to practices within a program and not to the program itself. The intent is not to identify innovative programs as such. These criteria were developed by the AIR staff with reviews and suggestions by the Advisory Panel.

TABLE 8

Number of Programs Described by USOE Geographical Region

Region and States	Number
Region I	8
Connecticut	
Maine	
Massachusetts	
New Hampshire	
Rhode Island	
Vermont	
Region II	18
New Jersey	
New York	
Region III	13
Delaware	
District of Columbia	
Pennsylvania	
Virginia	
Region IV	21
Alabama	
Florida	
Georgia	
Kentucky	
Mississippi	
North Carolina	
South Carolina	
Tennessee	
Region V	35
Illinois	
Indiana	
Michigan	
Minnesota	
Ohio	
Wisconsin	

(continued)

TABLE 8 (continued)

Region and States	Number
Region VI	13
Arkansas	
Louisiana	
New Mexico	
Oklahoma	
Texas	
Region VII	7
Kansas	
Missouri	
Region VIII	4
Colorado	
North Dakota	
Utah	
Region IX	23
Arizona	
California	
Hawaii	
Region X	10
Idaho	
Oregon	
Washington	

TABLE 9

Type of Agency, Handicapped Groups Receiving Services, and Types of Services Provided by Programs in Survey

I. Type of Agency	f	%
Secondary educational institution or program	30	19
Postsecondary educational institution or program	9	5
Rehabilitation workshop	34	23
Sheltered workshop	32	21
Vocational evaluation and work adjustment facility	10	6
Comprehensive rehabilitation facility	18	12
Day-care center	6	4
Residential facility	9	3
Unit or project within a rehabilitation facility	17	6
Other	14	9

II. Handicapped Groups Receiving Services	f	%
MR--Trainable	115	76
MR--Severe	69	46
MR--Profound	38	25
Cerebral palsied	115	76
Epileptic	106	70
Paraplegic	92	61
Quadriplegic	53	35
Health impaired	46	30
Schizophrenic	83	55
Autistic	45	30
Multiply handicapped	128	85
Severe language or perceptual-cognitive deprived	66	44
Blind	23	15
Deaf	27	18
Other	64	42

(continued)

TABLE 9 (continued)

III. Types of Services Provided	f	%
Vocational evaluation	100	66
Training	121	80
Long-term sheltered employment	62	41
Placement	118	78
Regular contact with employment or placement agencies	88	58
Follow-up after placement	112	74
Vocational counseling	13	9
Work-study programs	14	9
Job seeking skills	34	23
Daily living skills	107	71
Work habits	127	84
Social skills	126	83
Academic instruction	91	60
General medical examinations	49	32
Specialized medical services	25	17
Dental examinations	17	11
Individual counseling	102	68
Group counseling	77	51
Counseling for relatives	67	44
Social and recreational programs	83	55
Residence	19	13
Daily transportation to and from program	66	44
Other	68	45

Criteria for Innovative/Effective Vocational Training Programs

The practice:

1. Incorporates theoretical methodology.
2. Serves an identified clientele.
3. Objectively identifies specific areas of client interest and potential success.
4. Demonstrates effective client evaluation procedures.
5. Demonstrates productive efforts to redesign jobs or job stations to accommodate the training of handicapped persons.
6. Use of cost-effective procedures.
7. Includes desirable family and community involvement.
8. Demonstrates effective involvement with business, labor, or industry.
9. Demonstrates success in achieving client instructional outcomes.
10. Incorporates effective program evaluation or corrective feedback procedures.

Criteria for Innovative/Effective Placement Programs

1. Leads to successful and efficient job development.
2. Shows success in helping clients develop self-reliant, job-seeking skills.
3. Demonstrates important new ways of working with business, labor, or industry.
4. Fosters an improvement in public acceptance of the handicapped worker and in breaking down attitudinal barriers.
5. Demonstrates success in placing clients into competitive employment.
6. Generates lucrative employment.
7. Demonstrates effective evaluation techniques of job placement program or of client's work performance.

Research and Development Recommendations

The purpose of the monograph is to describe research and development needed to improve vocational training and to meet the placement and occupational needs of severely handicapped persons. While the recommendations were developed for the Bureau of Education for the Handicapped, they will also be useful to others engaged in research for this population.

The monograph identifies three main research and development priorities. The first priority is the need to make an impact on the controllers of the job market. The second priority concerns the development of technical resources to enable the severely and profoundly handicapped to obtain training and employment. The third major priority is the need to demonstrate effective practices and to disseminate information about these practices as widely as possible. These priorities are discussed below.

(1) Impact on controllers of the job market. Three problems in this area require immediate attention. The first is changing public attitudes toward the severely handicapped. Public attitudes are now stereotypic and discriminatory. A second immediate concern is the involvement of business, labor, and industrial personnel in programming for the severely handicapped. This is seen as essential to the establishment of relevant training and as the main vehicle by which handicapped personnel can be placed in competitive jobs. The third problem is the need for coordination of community resources. Programs serving the severely handicapped are not working as effectively as they would if community resources were coordinated into interagency systems with delineated roles supportive of that system.

(2) Technical resources. This research and development priority refers to the need for technical breakthroughs that help to prepare severely handicapped persons for the job market. Within this category there are two basic areas of concern. First, continued research needs to be directed toward the development of improved instructional techniques. More effective and efficient instructional methods are needed to prepare the handicapped for work. Testing and evaluation procedures also need to be improved. Second, attention needs to be given to the adaptation of jobs in competitive employ-

ment to the needs of the severely handicapped. Job redesign, environmental redesign, and keeping up with technological improvements in assistive devices are strong concerns.

(3) Demonstration and dissemination of effective practices. Another pressing need is for effective programming practices to be identified or developed and then evaluated for effectiveness. Once procedures have passed rigorous evaluation criteria, they need to be effectively packaged and disseminated utilizing the most modern and efficient methods available.

The following list of topic areas is from the monograph, *Research and Development Recommendations*. More specific recommendations can be found in the monograph.

Educational Programming

3.1 Increase information about services and opportunities available to the handicapped and their parents or guardians.

3.2 Coordinate services and encourage the collaboration of all potential community resource personnel.

3.3 Improve evaluation of students on a variety of dimensions.

3.4 Institute effective methods for program evaluation.

3.5 Increase prevocational experience and work adjustment skills to help handicapped persons succeed in employment.

3.6 Increase the emphasis on training competencies relevant both to the goals of handicapped students and to the job market.

3.7 Develop appropriate curricula and increase the efficiency and effectiveness of instructional methods.

3.8 Help the handicapped obtain sufficient career information and awareness to make appropriate career decisions.

3.9 Investigate the effects of mainstreaming.

3.10 Improve the level of appropriate skills or background of staff relative to programming objectives.

3.11 Smooth the transition from training programs or services into the working environment.

Occupational Independence

4.1 Foster positive public attitudes toward the handicapped in the work place.

4.2 Assess aptitude, interest, and placement readiness.

4.3 Find jobs and open new employment opportunities.

4.4 Modify the job or work environment to accommodate the handicapped worker.

Socioemotional Adjustment

5.1 Develop self-esteem, accurate self-appraisal, and realistic vocational and career aspirations.

5.2 Develop basic social skills required for working with others.

5.3 Help the handicapped cope with realistic needs for assistance and dependence on significant others and society.

Physical Accommodation

6.1 Increase the availability of assistive devices.

6.2 Increase the accessibility of public transportation vehicles, stations, and associated facilities that are often difficult or impossible for physically handicapped people to use.

6.3 Design housing and working areas specifically for the needs of handicapped persons.

Potential Impact and Recommendations for Distribution of Materials

This section will discuss each of the VOTAP products in terms of potential impact and potential dissemination possibilities. Table 10 contains a list of the major products, number of copies, and the distribution mode of these materials.

A Selected Bibliography will be useful to researchers and others who desire to read broadly in the field of vocational training and placement of the severely handicapped. Many requests have been made for this bibliography; as a result, it was placed in ERIC as a public service. It is unlikely that the bibliography will have commercial value since it will rapidly become outdated.

TABLE 10

Major VOTAP Products

Product	Number Produced	Distribution	
A Selected Bibliography	100	BEH	50
		Advisory Panel	13
		AIR Internal	6
		AIR Project Staff	8
		Selected Professionals	21
		ERIC	2
National Advisory Panel Proceedings	125	BEH	68
		Advisory Panel	13
		AIR Internal	8
		AIR Project Staff	12
		ERIC	2
		Selected Professionals	22
Vocational Opportunities	125	BEH	68
		Advisory Panel	13
		AIR Internal	8
		AIR Project Staff	12
		Publishers	15
		Selected Professionals	9
Training Programs and Placement Services	125	BEH	68
		Advisory Panel	13
		AIR Internal	8
		AIR Project Staff	12
		Publishers	15
		Selected Professionals	9
Research and Development Recommendations	125	BEH	68
		Advisory Panel	13
		AIR Internal	8
		AIR Project Staff	12
		Publishers	5
		Selected Professionals	19

(continued)

TABLE 10 (continued)

Product	Number Produced	Distribution	
Final Report	50	BEH	15
		Advisory Panel	13
		AIR Internal	8
		AIR Project Staff	12
		ERIC	2
Summary Report	125	BEH	50
		AIR	73
		ERIC	2

The National Advisory Panel Proceedings will be helpful to anyone interested in training the severely handicapped. The advice, suggestions, and recommendations of this panel will be a valuable resource to individuals undertaking programming or placement services. These proceedings include a discussion of recommendations for research and development in three major areas: overcoming the attitude barrier, improving the nature of employment, and obstacles to employment. The distribution of this product should be through ERIC, as the proceedings of the panel presumably will have little market value.

The handbook, Vocational Opportunities, describes strategies for overcoming the barriers to vocational training and job placement for severely handicapped persons. It identifies jobs currently being held by the severely handicapped and offers suggestions for opening new occupational and vocational areas. There has been considerable interest expressed in this handbook, and numerous requests for copies have been received. The handbook should be useful both to program personnel and to handicapped persons and their parents and guardians for career planning purposes. Consequently, commercial publishing might provide the outlet for dissemination of this product.

The 152 programs described in the second handbook, Training Programs and Placement Services, were nominated as particularly innovative or effective by experts in the field and should be of wide interest to personnel developing programming for the severely handicapped. Since these materials have potential for wide dissemination, an outlet should be sought with commercial publishers.

The monograph, Research and Development Recommendations, has a potential for being useful to professional researchers in the field of the severely handicapped and should be disseminated to this audience. The recommendations are not likely to have commercial value for a publisher; more promising avenues for dissemination would be through the Council for Exceptional Children (CEC), through the BEH Area Learning Resource Center's Specialized Office for Severely Handicapped, or through the BEH publications program. The CEC may be an especially receptive audience in view of the establishment of its new Career Education Division.

In the event that the handbooks, Vocational Opportunities and Training Programs and Placement Services, do not interest commercial publishers, a second option would be to make them available through CEC or the BEH publications program. A third and less desirable vehicle for dissemination of the VOTAP products could be the ERIC system. This Final Report and a Summary Report will be made available through the ERIC system. Other products (with the exception of A Selected Bibliography, which has already been placed in ERIC) will be made available to ERIC on an information-only basis pending copyright approval and commercial publication.

In order for the VOTAP project to have impact, however, it is essential that the materials be broadly available to the professional public and that the public be made aware of their availability. Because the materials (particularly the descriptive program information) will become outdated rapidly, the impact of the materials will also be contingent upon the speed with which they are disseminated.

The handbooks and the monograph, particularly as a set, provide a comprehensive description of much of the current programming being provided for severely handicapped persons in the nation. Readers will be able to assess the major needs of the handicapped and major strategies being used to meet these needs. These materials have clarified the current emphases in research and programming and will help to determine the best direction for future efforts.

In conclusion, it is believed that this project has already had impact throughout the nation as a result of the VOTAP survey, the VOTAP newsletters, and professional presentations. Assuming that the VOTAP products are widely disseminated, they should help to realize the objectives of significantly improving vocational education programs for the severely handicapped and increasing opportunities for independence and self-development.

VII. BIBLIOGRAPHY

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Appendix A

NATIONAL ADVISORY PANEL MEMBERS

Name	Organization	Position
Everett Barton	California Department of Rehabilitation 830 K Street Mall Sacramento, California 95814	Facilities Specialist, Community Resources Development Section
Ralph Bohn	San Jose State University 125 South Seventh Street San Jose, California 95192	Dean of Continuing Education
Gordon Christian	National Association for Retarded Citizens 1838 El Camino Real - Suite 211 Burlingame, California 94010	OJT Coordinator
M. Harry Jennison, M.D.	Children's Hospital at Stanford 520 Willow Road Palo Alto, California 94304	Executive and Medical Director
Merle Karnes	University of Illinois at Urbana-Champaign 403 East Healey Street Champaign, Illinois 61820	Professor of Special Education, Institute for Child Behavior and Development
Russell Kirbey	Braille Institute of America 741 North Vermont Avenue Los Angeles, California 90029	Executive Director
Herbert Kramer	Joseph P. Kennedy, Jr. Foundation 999 Asylum Avenue Hartford, Connecticut 06105	Director of Communications
Charles Richman	Association of Rehabilitation Facilities 5530 Wisconsin Avenue - Suite 955 Washington, D.C. 20015	Director of Product Development
Norman Silberberg	Sister Kenny Institute 1800 Chicago Avenue Minneapolis, Minnesota 55404	Director, Research and Education Division
David Taxis	Los Angeles County Schools 9300 East Imperial Downey, California 90242	Assistant Director for Curriculum and Instruction Administrator of Vocational Education
Elsie Vickery	Poplar Center 515 East Poplar Avenue San Mateo, California 94401	Director
Ernest Willenberg	Los Angeles Unified School District 450 North Grand Avenue Los Angeles, California 90012	Assistant Superintendent for Special Education
Tom Williamson	Della Maggiore Center for the Retarded 2300 Clove Drive San Jose, California 95128	Director, Hope Adult Development Center
Ex-officio member:		
William E. Johnston, Jr.	Bureau of Education for the Handicapped	Education Program Specialist

APPENDIX B

Training and Placement Program Nomination Form

Program Information Form

Job Placement Information Form

OMB No. 51-S75083
Expires 31 December 1976

AMERICAN INSTITUTES FOR RESEARCH

Developmental Systems Program

Vocational Training and Placement of
the Severely Handicapped (VOTAP)*

TRAINING AND PLACEMENT PROGRAM NOMINATION FORM

* A project sponsored by the Bureau of Education for the Handicapped, U.S. Office of Education, Contract No. 300-75-0345.

RETURN TO:

B. Gordon Funk
VOTAP Director
American Institutes for Research
P.O. Box 1113
Palo Alto, CA 94302

TRAINING AND PLACEMENT PROGRAM NOMINATION FORM

Nominator's Name ______________________ Position ______________________

Address ____

---

1. Program Name ____

Director's Name ______________________ Phone ______________________

Address ____

____

- Purpose
  - ☐ Job Training
  - ☐ Job Placement
  - ☐ Both
- Type
  - ☐ Private
  - ☐ Public
- Number of clients
  - ☐ Less than 30
  - ☐ 31-100
  - ☐ More than 100
- Community served
  - ☐ Primarily rural (under 25,000)
  - ☐ Primarily urban (over 25,000)

Handicapped groups served (please list)

____

____

____

---

2. Program Name ____

Director's Name ______________________ Phone ______________________

Address ____

____

- Purpose
  - ☐ Job Training
  - ☐ Job Placement
  - ☐ Both
- Type
  - ☐ Private
  - ☐ Public
- Number of clients
  - ☐ Less than 30
  - ☐ 31-100
  - ☐ More than 100
- Community served
  - ☐ Primarily rural (under 25,000)
  - ☐ Primarily urban (over 25,000)

Handicapped groups served (please list)

____

____

____

____

3. Program Name ______________________________

Director's Name ____________________ Phone ______________

Address ______________________________

____

- Purpose
  - ☐ Job Training
  - ☐ Job Placement
  - ☐ Both
- Type
  - ☐ Private
  - ☐ Public
- Number of clients
  - ☐ Less than 30
  - ☐ 31-100
  - ☐ More than 100
- Community served
  - ☐ Primarily rural (under 25,000)
  - ☐ Primarily urban (over 25,000)

Handicapped groups served (please list)

____

____

____

____

---

4. Program Name ______________________________

Director's Name ____________________ Phone ______________

Address ______________________________

____

- Purpose
  - ☐ Job Training
  - ☐ Job Placement
  - ☐ Both
- Type
  - ☐ Private
  - ☐ Public
- Number of clients
  - ☐ Less than 30
  - ☐ 31-100
  - ☐ More than 100
- Community served
  - ☐ Primarily rural (under 25,000)
  - ☐ Primarily urban (over 25,000)

Handicapped groups served (please list)

____

____

____

____

5. Program Name ________________________________

Director's Name ____________________ Phone ______________

Address ________________________________

____

- Purpose
  - ☐ Job Training
  - ☐ Job Placement
  - ☐ Both
- Type
  - ☐ Private
  - ☐ Public
- Number of clients
  - ☐ Less than 30
  - ☐ 31-100
  - ☐ More than 100
- Community served
  - ☐ Primarily rural (under 25,000)
  - ☐ Primarily urban (over 25,000)

Handicapped groups served (please list)

____

____

____

____

6. Program Name ________________________________

Director's Name ____________________ Phone ______________

Address ________________________________

____

- Purpose
  - ☐ Job Training
  - ☐ Job Placement
  - Both
- Type
  - ☐ Private
  - ☐ Public
- Number of clients
  - ☐ Less than 30
  - ☐ 31-100
  - ☐ More than 100
- Community served
  - ☐ Primarily rural (under 25,000)
  - ☐ Primarily urban (over 25,000)

Handicapped groups served (please list)

____

____

____

____

7. Program Name ______________________________

Director's Name ____________________ Phone ______________

Address ______________________________

____

- Purpose
  - ☐ Job Training
  - ☐ Job Placement
  - ☐ Both
- Type
  - ☐ Private
  - ☐ Public
- Number of clients
  - ☐ Less than 30
  - ☐ 31-100
  - ☐ More than 100
- Community served
  - ☐ Primarily rural (under 25,000)
  - ☐ Primarily urban (over 25,000)

Handicapped groups served (please list)

____

____

____

____

---

8. Program Name ______________________________

Director's Name ____________________ Phone ______________

Address ______________________________

____

- Purpose
  - ☐ Job Training
  - ☐ Job Placement
  - ☐ Both
- Type
  - ☐ Private
  - ☐ Public
- Number of clients
  - ☐ Less than 30
  - ☐ 31-100
  - ☐ More than 100
- Community served
  - ☐ Primarily rural (under 25,000)
  - ☐ Primarily urban (over 25,000)

Handicapped groups served (please list)

____

____

____

____

9. Program Name ____________________

Director's Name ____________________ Phone ____________________

Address ____________________

____

- Purpose
  - ☐ Job Training
  - ☐ Job Placement
  - ☐ Both
- Type
  - ☐ Private
  - ☐ Public
- Number of clients
  - ☐ Less than 30
  - ☐ 31-100
  - ☐ More than 100
- Community served
  - ☐ Primarily rural (under 25,000)
  - ☐ Primarily urban (over 25,000)

Handicapped groups served (please list)

____

____

____

____

---

10. Program Name ____________________

Director's Name ____________________ Phone ____________________

Address ____________________

____

- Purpose
  - ☐ Job Training
  - ☐ Job Placement
  - ☐ Both
- Type
  - ☐ Private
  - ☐ Public
- Number of clients
  - ☐ Less than 30
  - ☐ 31-100
  - ☐ More than 100
- Community served
  - ☐ Primarily rural (under 25,000)
  - ☐ Primarily urban (over 25,000)

Handicapped groups served (please list)

____

____

____

____

Please look over your nominations and, using your best judgment, circle the numbers of the two (2) most effective or innovative programs of the ones you have nominated.

OMB No. 51-S75083
Expires 31 December 1976

AIR

AMERICAN INSTITUTES FOR RESEARCH

*Developmental Systems
Program*

Vocational Training and Placement of the Severely Handicapped (VOTAP)*

PROGRAM INFORMATION FORM

* A project sponsored by the Bureau of Education for the Handicapped, U.S. Office of Education, Contract No. 300-75-0345.

RETURN TO:

B. Gordon Funk
VOTAP Director
American Institutes for Research
P.O. Box 1113
Palo Alto, CA 94302

PROGRAM INFORMATION FORM

SECTION I - Identification Information

Program Name ____ (1)

Address where program is operating

____ (2)

____

____

Director's Name ________________________ Phone ____________________ (3)

Please answer each question by marking the letter X in the appropriate box or commenting as requested. If the space provided for comments is insufficient, please continue answer on another piece of paper.

SECTION II - Overview

What is the agency or office responsible for your standards or accredation? (4)

____

What board or agency is responsible for your licensing?

____

In what year did your program begin? __________ (5)

The program is best described as: (6)

A daycare center ☐

A residential facility ☐

A sheltered workshop ☐

Other (please explain) ☐

____

____

____

What are your objectives? (Check all that apply.) (7)

Work preparation ☐

Training in other than work areas ☐

Personal and family adjustment ☐

Assistance for parents ☐

Recreation ☐

Other (please explain) ☐

____

____

____

____

Which handicapped groups participate in the program? (8)

Mentally Retarded

- Trainable ☐
- Severe ☐
- Profound ☐

Physically Disabled

- Cerebral Palsied ☐
- Epileptic ☐
- Paraplegic ☐
- Quadriplegic ☐

Health Impaired (any extremely fragile physical condition, e.g., hemophilia) ☐

Emotionally Disturbed

- Schizophrenic ☐
- Autistic ☐

Multiply Handicapped

Any combination of two or more handicapping conditions (not necessarily two severe handicaps) e.g., mild retardate with emotional disturbances, blind retardates, amputee with behavioral disorders, etc. ☐

Severe Language or Perceptual-Cognitive Deprivations (specify) ☐

Others (specify) ☐

____

____

____

____

Admission is : (9)

Upon application by individual or parent ☐

Upon recommendation of doctor, psychologist, or other professional ☐

Subject to satisfaction of institution criteria ☐

Other (specify) ☐

____

____

____

What are your specific criteria for admission? (Check all that apply.) (10)

Age ☐

Type of handicap ☐

Potential for training ☐

Level of personal and work adjustment ☐

Condition of health ☐

Other (specify) ☐

____

____

____

How many clients do you have in these age groups? (11)

Under 14 ______

14 - 21 ______

22 - 40 ______

41 - 65 ______

Over 65 ______

TOTAL ______

During the last fiscal year, what was the average daily attendance? ______

How would you characterize the area your program serves? (12)

Rural or small town of less than 10,000 ☐

Small city (10,000- 150,000) ☐

Small city in metropolitan area or suburbs ☐

Medium-size city (150,000-500,000) ☐

Large city (over 500,000) ☐

Which of the following services do you give on a routine basis? (Check all that apply.) (13)

Vocational

- Vocational training ☐
- Long-term sheltered employment ☐
- Regular contact with employment or placement agencies ☐
- Follow-up after placement ☐

Personal and Work Adjustment Training

- Daily living skills ☐
- Work habits ☐
- Social skills ☐

Academic Instruction ☐

Health

- General medical examinations ☐
- Specialized medical services ☐
- Dental examinations ☐

Psychological

- Individual counseling ☐
- Group counseling ☐
- Counseling for relatives ☐

Social and Recreational Programs ☐

Daily Transportation to and from Program ☐

List services other than above

____

____

____

Please indicate which of the following measures you use to evaluate clients and how often each measure is used. (Check all that apply.) (14)

Testing and Assessment		Frequency
Psychiatric examinations	☐	________
Psychological evaluations	☐	________
Placement testing	☐	________
Achievement testing	☐	________
Instructor and staff observation checklists	☐	________
Work sample tests	☐	________
Performance tests	☐	________
Vocational adjustment rating scale	☐	________
Anecdotal records	☐	________

Others (please specify) ______________________________

____

____

With which of the following do staff of this program coordinate? (Check all that apply.) (15)

- Area mental health centers ☐
- Social service agencies ☐
- Community action agency ☐
- Vocational rehabilitation agencies ☐
- Court services (including juvenile detention centers) ☐
- Churches ☐
- Schools ☐
- Other (explain) ☐

____

____

SECTION III. Staff and Management

Please complete the following table by filling in the number of staff in each category who work in the program. (16)

Staff Category	Paid		Volunteer		Position Held by Client	
	No. of full-time	No. of part-time	No. of full-time	No. of part-time	No. of full-time	No. of part-time
Administrators						
Clerical						
Maintenance and Housekeeping						
Medical and Psychological Personnel						
Physician						
Psychiatrist						
Psychologist						
Nurse						
Speech pathologist						
Physical therapist						
Others (please specify)						
______						
______						
______						
Counselors						
Vocational						
Placement						
Social Workers						
Business Manager(s) (please specify)						
______						
______						
______						
Other Staff (please specify)						
______						
______						
______						

Please complete the following table for each instructional staff member, for example staff providing basic education, staff providing workshop training, teacher's aides, occupational therapists, etc.

Staff Member (by title)	Paid	Volunteer	% of time	Highest Degree	Fields in Which Degree Held	Other Job-Related Experiences

Is in-service training offered for staff? YES ☐ NO ☐ (17)

If so, briefly describe frequency, topics, who attends, who conducts the training, etc. Please include a description of new staff orientation procedures.

Are staff members evaluated regularly? YES ☐ NO ☐ (18)

How often? ______

By whom? ______

Using what criteria? ______

SECTION IV - Costs

The total operating budget for last fiscal year was $ ________. (19)

The total value of in-kind contributions for last fiscal year was $ ________.

Are in-kind contributions included in the total budget? YES ☐ NO ☐

During the past fiscal year, approximately how much money was spent on each of the following? (20)

Salaries
- Professional staff (administrators, instructors, support personnel) $________
- Non-professional (clerical, maintenance other than employed clients) $________
- Program clients $________

Materials (educational, production, etc.) $________

Equipment (production, transportation, etc.) $________

Operating Expenses (rent, utilities, telephone, postage, etc.) $________

Maintenance $________

Other Expenses (please explain) $________

____

____

The average yearly cost per client is (estimate by dividing total operating expenses by average daily attendance) (21) $________.

During the last fiscal year, approximately what percentage of total funds was received directly from each of the following sources? (22)

Federal ________%

State ________%

County ________%

City ________%

Foundations ________%

Individuals ________%

Income from contracts ________%

Other (specify)

________________________ ________%

________________________ ________%

SECTION V - Training

Please list all jobs for which clients are being trained in your program. Show this separately for each handicapped group served.

FOR ITEMS (23)-(26), PLEASE ATTACH ANY DOCUMENTS YOU HAVE THAT EXPLAIN THE INFORMATION PRESENTED IN THOSE ITEMS.

(23)

CURRENT JOBS

Type of Handicap	Workshop Employment	Competitive Employment	Other (e.g., homebound)
(Example) Paraplegic		Cashier	

In the past, has this program provided training for jobs other than those listed above?

YES ☐ NO ☐

If YES, please list them below.

PREVIOUS JOBS

Type of Handicap	Workshop Employment	Competitive Employment	Other (e.g., homebound)

Please specify those skills necessary to perform each job listed in Item (23). (24)

	Name of Job	Tasks Performed (brief description)	Skills	
			Cognitive	Psychomotor
0.	(Example) Food server	Waits on tables, carries food, cleans tables, etc.	Reads, takes orders, converses with customers.	Handles dishes and trays, sets table with silverware, lifts food boxes.
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Besides specific job skills, what personal characteristics do you develop in clients? Please list them in columns A or C below. (25)

A	B	C	D
Work Habits	Important for Which Job(s) [Job number from Item (24)]	Interpersonal and Social Skills	Important for Which Job(s) [Job number from Item (24)]
(Example) Follows instructions	All	Ability to accept criticism	0.

In columns B and D above, please indicate the number(s) corresponding to the job(s) that you listed in Item (25) for which each personal characteristic is important. If the characteristic is important for all jobs, write "all" in the appropriate column(s).

For each skill specified in Item (24), please indicate the training technique(s) and equipment/materials used. (26)

HOW TRAINING IS DONE

Skill	Technique(s)	Equipment/Materials
(Example) Use engineering handbooks	Programmed instructions	Programmed materials Student workbook

Do you cluster or group skills taught to reflect either of the following? (27)

	YES	NO
- Requirements of workshop jobs	☐	☐
- Requirements of competitive employment	☐	☐

	YES	NO
Do you find any occupational clustering schemes useful in your program planning? If so, please explain. (28)	☐	☐

Please describe how clients are introduced into various aspects of your program, such as the following: (29)

- initial orientation
- skills training
- academic program
- workshop activities
- self-care training
- work habits training
- competitive employment
- others

Does this program modify the educational or working environment to accommodate particular handicapping conditions? (For example by providing special prosthetics or other aids, or by job redesign or simplification.) Please attach any documents you may have that describe such aids or modifications. YES ☐ NO ☐ (30)

If applicable, what procedures are used to assure quality of products or services? (31)

Are long term curriculum plans available (six months) for teaching clients? YES ☐ NO ☐ (32)

Are the instructors required to formulate daily lesson plans? ☐ ☐

Is a published curriculum guide (or guides) used for training clients? YES ☐ NO ☐ (33)
If yes, please give title, author, and publisher.

Is a locally developed curriculum guide used for job training or pre-job training? YES ☐ NO ☐ (34)
If yes, would you be willing to allow AIR to examine this guide in conjunction with this project? ☐ ☐

Are reports required of instructors? YES ☐ NO ☐ (35)
If so, to whom and on what topics?

Are case conferences concerning clients held? YES ☐ NO ☐ (36)

If YES, how often? Weekly ☐ Monthly ☐ As Needed ☐

For what purposes? Who attends? What are the outcomes of conferences? Please explain.

In addition to case conferences, are there regular staff meeting? YES ☐ NO ☐ (37)

If YES, how often? Weekly ☐ Monthly ☐ As Needed ☐

For what purposes? Who attends? What are the results of staff meetings? Please explain.

SECTION VI - Parental and Community Involvement

Is there a parent or family organization? YES ☐ NO ☐ (38)

To what extent are families involved in - (39)

	not at all	occasionally	frequently	nearly always	always
Formulation of program objectives	☐	☐	☐	☐	☐
Setting goals for the client	☐	☐	☐	☐	☐
Conducting program activities	☐	☐	☐	☐	☐
Participating in formal training	☐	☐	☐	☐	☐

Is there a standard reporting procedure used to inform family of client progress? Please describe. YES ☐ NO ☐ (40)

Which of the following methods are used to involve family or community? (41)

- Parent or family workshops ☐
- Program or institution visits ☐
- Open houses ☐
- Festivals ☐
- Coffee Klatches ☐
- Newsletters ☐
- Other (please specify) ☐

SECTION VII - Assessment

Which of the following do you consider in judging the success of your program? (Check all that apply) (42)

- Number of clients placed in jobs ☐
- Number of clients placed in educational programs ☐
- Reaching educational and training objectives ☐
- Achieving self-reliance behavior in clients ☐
- Reports of parent or family satisfaction ☐
- Indications of community acceptance ☐
- Analysis of tests designed to measure client behavior (e.g., achievement tests, performance tests, etc.) ☐
- Analysis of per client costs ☐
- Analysis of indicators of parent or family acceptance and involvement ☐
- Analysis of indicators of community involvement and acceptance ☐
- Other (please specify) ☐

____

____

	YES	NO	
Have you collected data or other evidence concerning any of the above?	☐	☐	(43)
If YES, are any of these data or other evidence available in report form? (Do not send these data now. A YES answer does not constitute an obligation.)	☐	☐	

SECTION VIII - Needs

In this section we wish to find out those areas in which you feel improvement is most needed for your program to function effectively. (44)

For each item below, please give your evaluation on a scale of 1-5 using the following categories:

5 Excellent - about as good as a practical person could expect, very little room for improvement

4 Good - room for improvement, but all in all a bright spot in our efforts

3 Adequate - sometimes a help, sometimes a hindrance, some bright spots, also some clear problems that must be overcome

2 Poor - constitutes a hindrance

1 Very Unsatisfactory - interferes significantly with our training efforts

N/A Not Applicable

	Excellent	Good	Adequate	Poor	Very Unsatisfactory	
	5	4	3	2	1	N/A
Funding level						
Availability of competent staff						
Procedures for staff training and development						
Resources for evaluating clients' handicap(s) and work potential						
Procedures for determining reasonable client goals						

Needs (cont.)	Excellent	Good	Adequate	Poor	Very Unsatisfactory	N/A
Procedures for designing training programs to reach goals						
Availability of appropriate equipment and materials						
Availability of contracts						
Availability of jobs in competitive employment once clients are trained						
Methods for assessing local job market						
Community support						
Community attitude toward clients						
Parental education and support						
Quality of physical facilities (including buildings and equipment)						
Others (please specify)						

SECTION IX - Advances and Innovations

What do you consider to be the most innovative or successful aspects of your program? (45)

In what training or job areas do you see potential for innovations in training the severely handicapped? (46)

What new or innovative techniques do you feel will broaden the range of skills in which the severely handicapped can be trained? (47)

SECTION X - Job Placement

	YES	NO	
Does your program include a placement service for clients?	☐	☐	(48)
Does your program utilize other placement services?	☐	☐	(49)

If YES, please give name(s) and address(es).

OMB No. 51-S75083
Expires 31 December 1976

AIR

AMERICAN INSTITUTES FOR RESEARCH

Developmental Systems
Program

Vocational Training and Placement of the Severely Handicapped (VOTAP)*

JOB PLACEMENT INFORMATION FORM

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* A project sponsored by the Bureau of Education for the Handicapped, U.S. Office of Education, Contract No. 300-75-0345.

RETURN TO:

B. Gordon Funk
VOTAP Director
American Institutes for Research
P.O. Box 1113
Palo Alto, CA 94302

JOB PLACEMENT INFORMATION FORM

SECTION I -- Identification Information

Program Name ______________________________ (1)

Address where program is operating ______________________________ (2)

____

____

Directors Name ____________________ Phone ______________ (3)

Please answer each question by marking the letter X in the appropriate box or commenting as requested. If the space provided for comments is insufficient, please continue answer on another piece of paper.

SECTION II -- Overview

What is the agency or office responsible for your standards or accreditation? (4)

____

What board or agency is responsible for your licensing?

____

What is the approximate annual percentage of funds coming directly from each of the following sources? (5)

Federal Government __________%

State Government __________%

Local Government __________%

Foundations __________%

Individual Donors __________%

Income (from placement fees, etc.) __________%

Other (please specify) __________%

____

____

In what year did your program begin? ________ (6)

What types of services are provided? (7)

Placement into training/rehabilitation programs (including programs for the homebound) ☐

Job placement following training:
- into a sheltered workshop ☐
- into competitive employment ☐
- other (please specify) ☐

Which of the following best describes this placement service? (8)

Independent commercial agency	☐	Part of a training program	☐
Independent governmental agency	☐	Part of a sheltered workshop program	☐
Part of a governmental agency, such as a state employment service or school district	☐	Other (please specify)	☐

During the past year, how many clients in each of the following categories did you provide with the services indicated below? (9)

	Type of Service		
Type of Handicap	Number of Clients Placed into Training/Rehabilitation Program	Number of Clients Placed into Sheltered Workshop	Number of Clients Placed into Competitive Employment
Mentally Retarded			
Trainable			
Severe			
Profound			
Physically Disabled			
Cerebral palsied			
Epileptic			
Paraplegic			
Quadriplegic			
Health Impaired (any extremely fragile physical condition, e.g., hemophilia)			
Emotionally Disturbed			
Schizophrenic			
Autistic			
Multiply Handicapped Any combination of two or more handicapping conditions (not necessarily two severe handicaps) e.g., mild retardate with emotional disturbances, blind retardates, amputee with behavioral disorders, etc.			
Severe Language or Perceptual-Cognitive Deprivations (specify)			
Others (specify)			

SECTION III -- Staff Qualifications and Duties

Please complete the following table for placement service staff only. (10)

Staff Members (by title)	Paid	Volunteer	Percentage of Time	Highest Degree	Field in which Degree Held	Other Job-Related Experience

What approximate percentage of time does each staff member listed above spend in each of the following activities? (11)

	STAFF MEMBER (by title)								
ACTIVITIES									
Alerting parent groups, school districts, and other sources of clients to the services available	___%	___%	___%	___%	___%	___%	___%	___%	___%
Alerting business community to services available	___%	___%	___%	___%	___%	___%	___%	___%	___%
Seeking openings in training programs, sheltered workshops, and competitive employment	___%	___%	___%	___%	___%	___%	___%	___%	___%
Helping plan programs in sheltered workshops or training programs	___%	___%	___%	___%	___%	___%	___%	___%	___%
Consulting with competitive employers on integrating handicapped employees (including physical plant alterations, preparing other employees, etc.)	___%	___%	___%	___%	___%	___%	___%	___%	___%
Training clients on placement or job interview conduct	___%	___%	___%	___%	___%	___%	___%	___%	___%
Counseling parents or guardians on helping the client secure and hold a job	___%	___%	___%	___%	___%	___%	___%	___%	___%
Other (please specify)	___%	___%	___%	___%	___%	___%	___%	___%	___%
___________	___%	___%	___%	___%	___%	___%	___%	___%	___%
___________	___%	___%	___%	___%	___%	___%	___%	___%	___%

SECTION IV -- Sources of Clients

Answer this question if you place clients into TRAINING/REHABILITATION programs.

* * * * * * * * * *

What percentage of clients placed into training/rehabilitation programs come from each of these sources? (12)

Referral from Department of Rehabilitation ________%

Referral from school system ________%

Referral from physicians, other medical professionals (including psychiatrists) ________%

Referral from psychologists, other mental health professionals (excluding psychiatrists) ________%

State, county, private hospitals ________%

Parent groups, other concerned groups ________%

Other (please specify) ________%

____

____

____

Answer this question if you place clients into SHELTERED WORKSHOPS.

* * * * * * * * * * *

What percentage of clients placed into sheltered workshops come from each of these sources? (13)

Referral from Department of Rehabilitation ________%

Training/rehabilitation program associated with the workshop ________%

Other training/rehabilitation programs (such as day care centers, pre-vocational training programs, etc.) ________%

Referral from facilities that provide custodial care (including hospitals) ________%

Direct referral from physicians, psychologists, and other professionals ________%

Direct referral from parent organizations, other groups ________%

Other (please specify) ________%

____

____

____

Answer this question if you place clients into COMPETITIVE EMPLOYMENT.

* * * * * * * * *

What percentage of clients placed into competitive empolyment come from each of these sources? (14)

Referral from Department of Rehabilitation ________%

Sheltered workshops ________%

Job training programs for the handicapped ________%

Direct referral by schools or other educational agencies ________%

Direct referral by physician, psychologist, physical therapist, or other professional ________%

Direct referral from parent organizations, other groups ________%

Other (please specify) ________%

____

____

____

SECTION V -- Placements

Please list those jobs into which you have placed clients in the past three years. Show this separately for each handicapped group being served. Also briefly describe the skills these jobs have required. (15)

Type of Handicap(s)	Sheltered Workshop	Competitive Employment	Skills	
			Cognitive	Psychomotor
(Example) Severely Retarded		Dishwasher	Follows instructions.	Handles dishes carefully, lifts dish trays, cleans kitchen area.

Please list additional jobs into which you feel that you could place clients if adequate training were available. Please show this separately by handicapping condition. (16)

JOB DESCRIPTION

Type of Handicap(s)	Workshop Job	Competitive Employment	Other
(Example) Cerebral Palsy		Computer programming	

YES NO

Do you find any occupational clustering frameworks useful in your placement efforts? ☐ ☐ (17)

If so, please specify and describe.

____

____

____

____

SECTION VI.I -- Relationship with Training/Rehabilitation Programs

Complete this section if you place clients into TRAINING/REHABILITATION programs.

Please list the names and addresses (up to 3) of those training/rehabilitation programs into which you place significant numbers of your clients. (18)	1. Name ____________ Address ____________ ____________ ____________ ____________	2. Name ____________ Address ____________ ____________ ____________ ____________	3. Name ____________ Address ____________ ____________ ____________ ____________
Does your placement service have any direct control over the goals, objectives, curricula, or training techniques used by this program? (19)	YES ☐ NO ☐	YES ☐ NO ☐	YES ☐ NO ☐
If your placement service has no direct control, is it consulted on objectives, curricula, or training techniques of the program? (20)	YES ☐ NO ☐	YES ☐ NO ☐	YES ☐ NO ☐
If you answered YES to either Question (19) or (20), please explain the nature of your involvement with the program(s). (21)	____________ ____________ ____________ ____________ ____________	____________ ____________ ____________ ____________ ____________	____________ ____________ ____________ ____________ ____________

	PROGRAM 1 (cont.)		PROGRAM 2 (cont.)		PROGRAM 3 (cont.)	
Do these programs have admissions requirements in the following areas? (22)	YES	NO	YES	NO	YES	NO
Type of handicapping condition	☐	☐	☐	☐	☐	☐
Self-maintenance skills (e.g., toilet training, ability to use public transportation, etc.)	☐	☐	☐	☐	☐	☐
Performance on academic tasks	☐	☐	☐	☐	☐	☐
Motor skills	☐	☐	☐	☐	☐	☐
Ability to follow verbal instructions	☐	☐	☐	☐	☐	☐
Conduct toward others	☐	☐	☐	☐	☐	☐
Other (please specify)	☐	☐	☐	☐	☐	☐
______________________	______________		______________		______________	
______________________	______________		______________		______________	
______________________	______________		______________		______________	
______________________	______________		______________		______________	
	YES	NO	YES	NO	YES	NO
Do placement service staff brief training/rehabilitation program staff about incoming clients? (23)	☐	☐	☐	☐	☐	☐
	YES	NO	YES	NO	YES	NO
Do placement service staff sit in on staff conferences concerning clients following placement? (24)	☐	☐	☐	☐	☐	☐

SECTION VI.2 Relationship with Sheltered Workshops

Complete this section if you place clients into SHELTERED WORKSHOPS.

Please list the names and addresses (up to 3) of those sheltered workshops into which you place a significant number of your clients. (25)	1. Name ________ Address ________ ________ ________ ________	2. Name ________ Address ________ ________ ________ ________	3. Name ________ Address ________ ________ ________ ________
Does your placement service have any direct control over the program of the sheltered workshops into which it places clients? (26)	YES ☐ NO ☐	YES ☐ NO ☐	YES ☐ NO ☐
If your placement service has no direct control, is it consulted about the sheltered workshop program? (27)	YES ☐ NO ☐	YES ☐ NO ☐	YES ☐ NO ☐
If you answered YES to either Question (26) or (27), please explain the nature of your involvement. (28)	________ ________ ________ ________ ________	________ ________ ________ ________ ________	________ ________ ________ ________ ________

Do these workshops have admissions requirements in the following areas? (29)	YES	NO	YES	NO	YES	NO
Type of handicapping condition	☐	☐	☐	☐	☐	☐
Self-maintenance skills (e.g., toilet training, ability to use public transportation, etc.)	☐	☐	☐	☐	☐	☐
Performance on academic tasks	☐	☐	☐	☐	☐	☐
Motor skills	☐	☐	☐	☐	☐	☐
Ability to follow verbal instructions	☐	☐	☐	☐	☐	☐
Conduct toward others	☐	☐	☐	☐	☐	☐
Attention span, willingness to remain at a single location, etc.	☐	☐	☐	☐	☐	☐
Tolerance for noise, motion, other distractions associated with working environment	☐	☐	☐	☐	☐	☐
Other (please specify)	☐	☐	☐	☐	☐	☐
Do placement service staff brief workshop staff about incoming clients? (30)	YES ☐	NO ☐	YES ☐	NO ☐	YES ☐	NO ☐

	WORKSHOP 1 (cont.)	WORKSHOP 2 (cont.)	WORKSHOP 3 (cont.)
Do placement service staff help plan programs for clients in the workshop? (31)	YES NO ☐ ☐	YES NO ☐ ☐	YES NO ☐ ☐
Do placement service staff sit in on conferences concerning clients following placement? (32)	YES NO ☐ ☐	YES NO ☐ ☐	YES NO ☐ ☐

SECTION VI.3 Relationship with Employers

Complete this section if you place clients into COMPETITIVE EMPLOYMENT.

Do employers serve as advisors in setting up training/workshop programs to lead to eventual employment of clients? YES ☐ NO ☐ (33)

Do you have regular contacts with employer/business/labor groups such as the local chapter of the National Alliance of Businessmen, the Chamber of Commerce, unions, etc? If so, please specify. YES ☐ NO ☐ (34)

____

____

____

____

Generally speaking, what percentage of employers whom you have contacted fall into the following categories? (35)

Very cooperative, makes opportunities available to the handicapped _________%

Cooperative, will employ a handicapped person but makes no special efforts _________%

Uncooperative _________%

Do any employers with whom you work provide on-the-job training programs or cooperative vocational programs for your clients? If yes, please specify jobs for which training is provided. YES ☐ NO ☐ (36)

____

____

____

____

Which of these steps do you take to alert employers to the skills of job candidates? (Check all that apply.) (37)

Telephone contacts ☐

Speakers at business gatherings ☐

"Position needed" listings ☐

A newsletter discussing the program and what jobs handicapped people are filling ☐

Solicitation of newspaper, radio, and television coverage of successfully employed handicapped people ☐

Other (please specify) ☐

____

____

Which of these steps do you take to facilitate initial contacts between prospective employer and client? (Check all that apply.) (38)

Invite employer to workshop or training program to meet the client ☐

Brief employer concerning strengths and weaknesses of the client ☐

Provide the client with practice in being interviewed for employment (e.g., through role-playing) ☐

Take client to meet employer for an interview ☐

Inform employer of on-the-job training reimbursement programs ☐

Other (please specify) ☐

____

____

Which of these services do you provide to employers of your clients? (Check all that apply.) (39)

A résumé showing:

- the work skills in which the client has been trained ☐
- the level of social and interpersonal skill of the client ☐
- the tolerance of the client for repetitive tasks, noise, and other factors common in working environments ☐
- any other genuine strengths and/or limitations of the client ☐

Visits by placement staff members to help smooth the entry of the client into the job ☐

Follow-up services to monitor the success of the employee on the job and to help in overcoming problems that develop ☐

(39) Continued

Technical help in job redesign

Please describe or attach documents describing such help.

____

____

____

____

Technical help in overcoming architectural barriers.

Please describe or attach documents describing such help.

____

____

____

____

Other (please specify) __________________________

____

____

____

SECTION VII -- Community and Agency Contacts

Which approaches do you use to alert the community at large to programs and to capabilities of the handicapped? (Check all that apply.) (40)

- Public speakers ☐
- News releases to TV, radio ☐
- Newspapers ☐
- Open house at training facilities ☐
- Other (please specify) ☐

____

____

____

What agencies provide leads to employment possibilities or job openings for the severely handicapped? (41)

	Commonly	Occas-ionally	Never
State or local employment agencies	☐	☐	☐
Civil Service	☐	☐	☐
Church or civic groups	☐	☐	☐
Individual employers	☐	☐	☐
Employer and business groups	☐	☐	☐
Parents' organizations	☐	☐	☐
Labor groups	☐	☐	☐
Educational institutions	☐	☐	☐
Other (please specify)	☐	☐	☐

____

____

____

____

SECTION VIII -- Assessment of Effectiveness of Placement Services

Respond to items in this column if you place clients into TRAINING/REHABILITATION programs. (check all that apply)

* * * * * * * * *

Which criteria do you use to assess the effectiveness of placement into training/rehabilitation programs? (42)

- Percentage of clients placed ☐
- Feedback from training programs as to adequacy of client's preparation for placement ☐
- Percentage of clients retained in program ☐
- Benefit to clients from programs ☐
- Feedback from parent or guardian of client as to satisfaction with placement ☐
- Feedback from client as to satisfaction with placement ☐
- Other (please specify) ☐

____

____

____

Respond to items in this column if you place clients into SHELTERED WORKSHOPS. (check all that apply)

* * * * * * * * *

Which criteria do you use to assess the effectiveness of placements into sheltered workshops? (43)

- Percentage of clients placed ☐
- Percentage of clients retained by workshop ☐
- Feedback from workshops as to adequacy of client's preparation for placement ☐
- Ability of client to move to more responsible position in workshop ☐
- Feedback from parent or guardian of client as to satisfaction with placement ☐
- Feedback from client as to satisfaction with placement ☐
- Other (please specify) ☐

____

____

____

Respond to items in this column if you place clients into COMPETITIVE EMPLOYMENT. (check all that apply)

* * * * * * * * *

Which criteria do you use to assess the effectiveness of placements into competitive employment? (44)

- Percentage of clients placed ☐
- Salary and benefits ☐
- Percentage of clients retained by employer ☐
- Advancement of clients on the job ☐
- Surveys of employer satisfaction with clients ☐
- Requests from employer for additional placements ☐
- Referral of potential employers by those presently employing clients ☐
- Surveys of on-the-job acceptance by other employees and by supervisors ☐
- Feedback from client as to satisfaction with placement ☐
- Feedback from parent or guardian of client as to satisfaction with placement ☐
- Other (please specify) ☐

____

____

____

Which of these criteria are used to assess the effectiveness of community and agency contacts? (Check all that apply.) (45)

- Number of referrals from an agency ☐
- Requests for speakers from business groups ☐
- Requests for speakers from community at large ☐
- Inquiries about services from parents or guardian of potential clients ☐
- Inquiries about potential employees from business and industry groups ☐
- Requests for tours or open houses ☐
- Requests for information or interviews by media representatives ☐
- Other (please specify) ☐

____

____

____

____

Have any statistical surveys or evaluations of your program been conducted? YES ☐ NO ☐ (46)

If YES, are statistics available? YES ☐ NO ☐

Would you be willing to allow AIR to examine these forms or data in conjunction with this project? (Do not send forms or data now. A YES answer does not constitute an obligation.) YES ☐ NO ☐

SECTION IX -- Needs

In this section we wish to find out those areas in which you feel improvement is most needed for your program to function effectively. (47)

For each item below, please give your evaluation on a scale of 1-5 using the following categories:

5 Excellent—about as good as a practical person could expect, very little room for improvement

4 Good—room for improvement but all in all a bright spot in our efforts

3 Adequate—sometimes a help, sometimes a hindrance, some bright spots, also some clear problems that must be overcome

2 Poor—constitutes a hindrance

1 Very Unsatisfactory - interferes significantly with our placement efforts

N/A Not Applicable

	Excellent 5	Good 4	Adequate 3	Poor 2	Very Unsatisfactory 1	N/A
Procedures for identifying clients						
Quality of training programs that prepare clients for workshops						
Liaison with training/rehabilitation program staff						
Number of workshops and variety of jobs available at workshops						
Liaison with workshop staff						
Working relationship with other placement agencies (e.g.,state employment agency, private agencies)						

Needs (cont.)

	Excellent	Good	Adequate	Poor	Very Unsatisfactory	N/A
Availability of competent staff						
Knowledge of the program by the community at large						
Acceptance of the program by the community at large						
Knowledge of the program in the business community						
Support for the program in the business community						
Attitude of other employees toward working alongside handicapped workers						
Support for program by organized labor						

SECTION X -- Successful or Innovative Program Components

Please identify two or three aspects of your placement activities that you feel to be particularly effective or innovative. Describe each briefly. (48)

APPENDIX C

Cover Letters

AMERICAN INSTITUTES FOR RESEARCH
IN THE BEHAVIORAL SCIENCES
P.O. Box 1113, 1791 Arastradero Rd., Palo Alto, Ca. 94302 ● 415/493-3550

Dear Colleague:

This letter is a request for you to participate in a project that will help to increase vocational opportunities for the severely handicapped. The project is being conducted by the American Institutes for Research (AIR) under the sponsorship of the USOE Bureau of Education for the Handicapped (BEH).

Because you are knowledgeable about vocational training programs and job placement services for the severely handicapped, we are asking you to complete the enclosed Training and Placement Program Nomination Form which will help us to identify such programs. We are particularly interested in programs which you believe to be innovative or effective in serving severely handicapped people. A definition of severely handicapped provided by BEH is included in the enclosed summary of the project.

Please balance your nominations between those which function primarily as training programs and those which provide placement services. The nomination form asks you to designate according to your best judgment the two most innovative or effective programs of the ones you nominate. Your designation of a program as being outstanding will not be revealed to the personnel of the programs you nominate.

To avoid our having to send a reminder, we should receive your reply within two weeks of receipt of this letter.

Thank you very much for your help.

Sincerely,

B Gordon Funk

B. Gordon Funk, Project Director
Vocational Training and Placement
of the Severely Handicapped Project

Enclosures

An Equal Opportunity Employer

AMERICAN INSTITUTES FOR RESEARCH
IN THE BEHAVIORAL SCIENCES
P.O. Box 1113, 1791 Arastradero Rd., Palo Alto, Ca. 94302 ● 415/493-3550

The Bureau of Education for the Handicapped of the U.S. Office of Education has contracted with the American Institutes for Research to assess the occupational opportunities available to persons with severe, permanent handicaps and to recommend needed research and development activities relating to their vocational training and placement needs. More details about the project are given on the enclosed summary. In about one week you will be receiving a questionnaire from us which you will be requested to complete to help in this assessment.

Only a small percentage of vocational training and placement programs will be surveyed. Your program has been selected in your region, and your response is vital in order to meet the project objectives. We are therefore alerting you in advance and requesting your assistance.

We would like to stress that we feel that the study is an important one. It is essentially a national needs assessment, the objectives of which are to improve the life situation of and to remove discrimination against the handicapped. The project will be in a strong position to recommend change and prepare research and develop strategies to bring change about.

It is estimated that the form will take one hour of your time to complete, slightly more if your program is large and complicated. We hope that you will be able to set some time aside for this important task.

Sincerely yours,

B Gordon Funk

B. Gordon Funk, Director
Vocational Training and Placement
of the Severely Handicapped Project

Enclosure

AIR

SUMMARY

VOCATIONAL TRAINING AND PLACEMENT OF THE SEVERELY HANDICAPPED

Sponsor: Bureau of Education for the Handicapped (BEH)
U.S. Office of Education

Contractor: American Institutes for Research (AIR)
Palo Alto, California

Project Description:

This project will contribute to the emerging federal policy goal of improving the career opportunities and life situations of those persons with severe permanent handicaps.* Through assessment of the discrepancies between the employment potential of the severely handicapped and the training and placement services provided them, priorities for needed research and development at the national level will be recommended. This assessment will point the way toward realistic efforts that can be attempted to equalize educational and employment opportunities for the severely handicapped.

Four major project objectives are: (1) to analyze job and skill areas for which there is general evidence indicating that persons with various severe handicapping conditions can be trained; (2) to identify, classify, and assess selected training systems, with special emphasis on effective and innovative programs; (3) to identify, classify, and assess selected placement systems with special emphasis on effective and innovative programs; (4) to determine research and development needs and recommendations for priority action. Four monographs will be written to assist program developers in setting practical training goals, and in locating effective programs and practices for local adoption. Each monograph will deal with one of the four project objectives. Staff will be assisted throughout the project by an in-house advisory panel and an external advisory panel.

A computerized search of literature published during the past ten years on career and vocational training for the handicapped was conducted, and an annotated bibliography has been written.

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* The BEH has defined severely handicapped persons as those who are seriously emotionally disturbed, profoundly or severely mentally retarded, or multiply handicapped (two or more handicapping conditions). Also in the category of severely handicapped are persons with severe language deprivations, perceptual-cognitive deprivations, a fragile physiological condition, and/or a number of abnormal behaviors. These abnormal behaviors may include a failure to attend to pronounced social stimuli, self-mutilation, durable and intense temper tantrums, and the absence of rudimentary verbal control.

For the first monograph, jobs within career cluster areas are being identified and grouped by occupational level and by the capabilities needed for each. Based upon the literature search and critical reviews by the advisory consultant panels, a job-by-job requirements structure will be matched to the real training possibilities for various types of handicapped persons. This may lead to a revised clustering scheme, more appropriate for the placing of handicapped clients.

The next task is to identify effective training programs and placement services for the severely handicapped by means of a nationwide survey of professionals, educators, professional agencies, and organizations. Information regarding the characteristics of selected programs and placement services will be presented in the second and third monographs, respectively. Training programs and placement services will be described in terms of type, objectives, size, handicapped group served, year started, staff characteristics, training techniques, cost, and success in meeting objectives.

The final monograph will treat the discrepancy between what is available and what needs to be accomplished and between potential and practice, so that research and development needs can be realistically defined.

This project is essentially a national needs assessment in a significant area of developing interest. Its objectives are consistent with overall national public policy, legislated by Congress and interpreted by the courts, designed to improve the life situation and to remove discrimination against the handicapped. Consequently, the project will be in a strong position to recommend change and prepare research and development strategies to bring it about.

Project information will be disseminated in existing Vocational Education and Career Education Newsletters and through a quarterly newsletter developed for this project. In addition, AIR will follow its customary practice of actively presenting papers and colloquia at meetings of appropriate professional groups.

AMERICAN INSTITUTES FOR RESEARCH
IN THE BEHAVIORAL SCIENCES
P.O. Box 1113, 1791 Arastradero Rd., Palo Alto, Ca. 94302 ● 415/493-3550

In reference to our recent telephone conversation, we are happy that you have agreed to participate in a project being conducted by the American Institutes for Research (AIR) under the sponsorship of the USOE Bureau of Education for the Handicapped. As we explained, the goal of the project is to increase vocational opportunities for the severely handicapped. AIR is conducting a nationwide survey of programs that provide vocational training and placement services for the severely handicapped to gather data that will be crucial in the development of the handbooks described in the summary which we mailed to you earlier. (For your convenience, we are enclosing another copy of the summary.) We would like to ask you to complete the two enclosed questionnaires and return them to us as soon as possible. If you have a placement officer, we suggest that the Job Placement Information Form be completed by the person in charge of placement. A stamped envelope is included for your convenience. We would also appreciate receiving any printed matter (leaflets, brochures, information sheets, etc.) that describes your services.

Because the handbooks which will be based upon the responses to this survey may receive wide distribution, the information that you provide is not considered confidential. Therefore, please do not give any information that you feel should be withheld.

We are working on a very tight time schedule, so we would appreciate a response from you within three weeks if at all possible. If you have any questions about the project or about the forms, please call.

Thank you very much for your help.

Sincerely,

B Gordon Funk

B. Gordon Funk, Director
Vocational Training and Placement
of the Severely Handicapped Project

BGF/cbk

Enclosures

An Equal Opportunity Employer

AMERICAN INSTITUTES FOR RESEARCH
IN THE BEHAVIORAL SCIENCES
P.O. Box 1113, 1791 Arastradero Rd., Palo Alto, Ca. 94302 ● 415/493-3550

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Because the handbooks will be based upon responses to this survey, the information that you provide is not considered confidential. Therefore please do not give any information that you feel should be withheld.

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Sincerely,

B Gordon Funk

B. Gordon Funk, Director
Vocational Training and Placement
of the Severely Handicapped Project

Enclosures

An Equal Opportunity Employer

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

The United States Office of Education has placed a high priority on stimulating vocational education for the handicapped. As we attempt to assure appropriate education for every handicapped child, we are necessarily concerned with preparing handicapped students for employment.

Few of the efforts in this field, however, have been focused on the needs of the severely handicapped. The Bureau of Education for the Handicapped has awarded a project to the American Institutes for Research (AIR), therefore, to conduct a national study to identify exemplary practices for both the training and placement of the severely handicapped.

The Bureau is keenly interested in the research being conducted by AIR, and your support of this research effort is solicited. The information required for this study can only be secured from persons such as yourself who are working with the severely handicapped. On behalf of the Bureau, I request your cooperation in this important research and assure you of our appreciation.

Sincerely yours,

Edwin W. Martin, Director
Bureau of Education for the Handicapped

Appendix D

APPROVAL LETTER FROM BEH

01261

AMERICAN INSTITUTES FOR RESEARCH
IN THE BEHAVIORAL SCIENCES
P.O. Box 1113, 1791 Arastradero Rd., Palo Alto, Ca. 94302 • 415/493-3550

FEB 24 1977

February 3, 1977

Mr. Charles A. Blum
School Systems and Handicapped
Education Branch
400 Maryland Avenue, S.W.
ROB#3, Room 5662
Washington, D.C. 20202

Dear Sir:

Re: Amendment to: Contract #300-75-0345
Vocational Training and Placement of the Severely Handicapped project (VOTAP)

You will recall that we have requested permission to consolidate Handbooks 2 and 3 in the VOTAP project. The contract calls for two separate deliverables, and your approval is required to make this change. I am enclosing copies of past correspondence to the Project Officer and relevant portions of the Fourth and Sixth Quarterly Reports which explain the rationale for this request.

In response to our letter of November 17, 1976, our Project Officer, Dr. William E. Johnston, Jr., told us verbally that the approval for this consolidation would be forthcoming and to proceed with the production of the consolidated handbook. However, we have still not received approval from your office for this change, and AIR's Management Systems Office is requesting that we get formal approval to make this change. This will avoid any future misunderstanding regarding our meeting contractual commitments.

Our Management Systems Office tells me that returning a copy of this letter with your approval noted would be sufficient. Their address is: American Institutes for Research, Management Systems Office, 1055 Thomas Jefferson Street N.W., Washington, D. C. 20007.

Thank you for your consideration of this matter.

Sincerely yours,

Paul F. Cook

Paul F. Cook, Ph.D.
VOTAP Project Director

sa
Enclosures (4)

cc: NCorbin
JShaw
William E. Johnston, Jr., Project Officer

REQUEST APPROVED
No additional funds authorized
George O. Coates
Contracting/Grants Officer
FEB 22 1977

An Equal Opportunity Employer

APPENDIX E

Newsletters

The AIR VOTAP NEWS

VOCATIONAL TRAINING &

VOTAP

PLACEMENT OF THE SEVERELY HANDICAPPED

WINTER 1975-76

CAREERS FOR THE SEVERELY HANDICAPPED

(SEE PAGE 4)

INSIDE THIS ISSUE

- Literature Review
- Legislation Implications
- Survey
- Site Visit

Editorial

Handicapped Should Participate in Society

The national conscience is becoming more and more sensitive to the fact that many segments of American society do not share in the benefits of that society. Only in the last decade have the needs of the handicapped (physical, mental, and emotional) been recognized and positive steps taken to help them join in and receive the benefits of full participation in the social, economic, and cultural values of this society.

The attainment of a role in the economic values of our society is certainly one of the benefits not enjoyed by the handicapped. In the last decade much progress has been made in the preparation and training of the handicapped for gainful employment. One of the significant steps taken during this time was the specific funding of vocational training for the handicapped in the Vocational Education Act Amendments of 1968. Supported by this legislation, a number of innovative and high-quality vocational education programs for the handicapped are now operating in local school districts.

While progress is being made with those classified as handicapped, much more needs to be done with the severely handicapped. A severely handicapped person is one who, because of the intensity of his physical, mental, or emotional problems, or a combination of such problems, needs educational, social, psychological, and medical services beyond those which have been offered by traditional regular and special education programs, in order to maximize his full potential for self-fullfillment and for useful and meaningful participation in society.

The national interest in improving the economic well-being of the severely handicapped is demonstrated by the financial support given to research in all aspects of this area by the U.S. Office of Education. We at the American Institutes for Research are pleased to be participating in this important research effort. We believe that the VOTAP project's being funded by the Bureau of Education for the Handicapped will make a significant contribution by helping to identify vocational training and placement needs for the severely handicapped.

VOTAP Project Awarded AIR by Office of Education

A needs assessment of vocational training and job placement of the severely handicapped is the objective of a project awarded to the American Institutes for Research (AIR) by the Bureau of Education for the Handicapped of the U.S. Office of Education. This project, Vocational Training and Placement of the Severely Handicapped (VOTAP), will identify present and potential vocations for the severely handicapped, describe selected training and job placement institutions, and describe additional research and development activities required to improve vocational opportunities for the severely handicapped.

The project director is Dr. B. Gordon Funk. He taught in the Los Angeles City Schools from 1942-1947, became Supervisor of Industrial Arts in 1948, and served as Supervisor of Industrial Arts and Trade and Technical Education from 1953-1969. From 1969 until joining AIR in 1975, he was Professor of Industrial Studies at California State University Los Angeles. Dr. William E. Johnston, Jr., of the USOE Bureau of Education for the Handicapped, is the Project Officer monitoring the VOTAP project. The project staff will be advised by a national advisory panel of twelve members.

Four major tasks will be undertaken in the project. The first task is to define potential vocations and new skill training for the severely handicapped. Jobs within occupational cluster areas will be identified and grouped by level and capabilities needed for success in each career. Training possibilities will then be identified for persons with each type of handicap. The major goal will be to determine the potential work areas, vocations, and skills necessary for the employment of severely handicapped youths and adults within career clusters. Applying the career clusters concept to vocational training and placement of the severely handicapped is an important objective, as it is thought to enhance transfer of skills to groups of occupations and thereby open up more job possibilities. The work of the first task will be documented in a monograph entitled *Handbook 1: Potential Vocational Opportunities for the Severely Handicapped.*

The second task will be to survey 300 vocational programs available for the severely handicapped throughout the country. Program nominations will be obtained from a survey of university researchers, federal agencies and bureaus, regional education laboratories, professional organizations, and state and local educational agencies. This survey will yield data enabling the identification and description of career/vocational educational opportunities for the handicapped and the identification of particularly effective training practices. A second monograph, *Handbook 2: Vocational Education Opportunities for the Severely Handicapped,* will be written summarizing the work of the second task.

see page 7, col. 2

We Want to Hear from You

Would you like to share news about issues concerning the severely handicapped with others? AIR VOTAP NEWS would like to serve as a forum for the exchange of ideas, information, and progress in fields related to severely handicapped persons. Send your news, as well as information about publications you have found particularly helpful and names of persons who would like to receive this newsletter on a regular basis, to

Carol Kaplan, Editor
AIR VOTAP NEWS
P.O. Box 1113
Palo Alto, CA 94302

Mainstreaming Handicapped Students

Planning is well along on a project that will help vocational educators to "mainstream" handicapped students into regular vocational courses. This project, entitled, "Improving Vocational Education Services for Handicapped Students," is being directed by Dr. Robert A. Weisgerber under a grant from the U.S. Office of Education. During this project, AIR staff will:

- Identify and document selected vocational education programs in California that provide effective services to blind, orthopedically handicapped, and communication-impaired students, and to those with limited mental ability.
- Develop and field test prototype individualized instructional materials for use by vocational educators wishing to serve handicapped students in a regular vocational classroom.
- Cooperate with school, state, and university personnel in using the modules in their programs and in disseminating information about the modules to a larger audience of vocational educators.

Initial project efforts have concentrated on determining the most appropriate topics and format for the modules and on locating regular vocational programs that now provide effective vocational training for the handicapped. In making these efforts, project staff have met with officials of the California State Department of Education and with members of an advisory panel made up of special and vocational educators. These specialists have made suggestions as to the primary concerns that vocational educators are likely to feel in extending their services to handicapped students and have nominated programs that presently provide effective services to the handicapped.

Module Topics

The modules developed in this project will allow self-study by the student working alone or may be used as the basis for a course or courses in a college or university. Module topics will include:

- General knowledge about the handicapped
- Attitudes about the handicapped
- Information and practices
    - Orthopedic handicaps
    - Blindness and visual impairment
    - Communication disorders in speech and hearing
    - Mental deficiency
- Practicum planning for implementation.

Development of these materials is now underway in accordance with suggestions made by the advisory panel. The emphasis in the modules will be on helping the vocational educator to find practical solutions to genuine problems that arise in serving the handicapped as well as on providing information that will help him to understand the nature of handicaps and to appreciate the potential of handicapped people.

see page 7, col. 1

NEWS BRIEFS

- The American Vocational Association held its 69th annual convention at Anaheim, California, December 5-10. VOTAP Project Director Gordon Funk participated in the convention and attended several of the section meetings of the National Association of Vocational Education Special Needs Personnel. The Special Needs section meetings were highlighted by presentations on the latest information about developments in education for the handicapped, specifically, details of new legislation. Representatives of many innovative programs made presentations about their projects. It is quite evident that much good work is being done in vocational education for the severely handicapped. The challenge to the VOTAP project is to describe these exemplary practices in such a manner that other practitioners in the field can profit from these experiences.

- Six VOTAP staff members recently visited the San Mateo Children's Health Home. Mrs. Elsie Vickery, Executive Director of the Health Home and a member of the project's external advisory panel, spent several hours explaining the Home to AIR staff—Melanie Austin, Nancy Christensen, Paul Cook, Peter Dahl, and Oscar and Sarah Roberts.

  A non-profit charitable organization, the Health Home operates several distinct programs. Programs serve handicapped infants and children of pre-school age, as well as persons 16 years of age and over. Program components for the older age group include basic education classes, a work activities center, a pre-vocational shop, and a training and employment workshop. Placement services help clients find off-site competitive or sheltered employment. VOTAP staff members toured the facilities, talked with program personnel, and observed clients performing various subcontract tasks in the workshop.

  This site visit provided the staff with a valuable orientation to the general field of vocational training and placement for the severely handicapped as well as specific information about the progress and problems of a local innovative program.

- Dr. William E. Johnston, Jr., the VOTAP Project Officer from the USOE Bureau of Education for the Handicapped, visited the VOTAP project site in Palo Alto, California, on October 17, 1975. In the morning session he discussed the draft annotated bibliography and the Office of Management and Budget Forms clearance submission which had been prepared. In the afternoon the conceptual framework of *Handbook 1: Potential Vocational Opportunities for the Severely Handicapped* was discussed. Dr. Johnston had lunch with senior VOTAP staff members and with AIR's Board Chairman, Dr. John Flanagan. Upon his departure Dr. Johnston noted his approval of the project work to date. "You are moving full steam ahead," he said.

Training Programs .... *from page 5*

initiation, expansion, and improvement of vocational education programs for the handicapped throughout the country in order to assure that every handicapped youth will have had career education training which is relevant to the job market, meaningful to his career aspirations, and realistic to his fullest potential." A number of projects designed to achieve these goals are now being sponsored by BEH.

Careers for the Severely Handicapped:

New Emphasis on Vocational Training and Placement of the Severely Handicapped

Historically, the severely handicapped have been neglected. Whatever the reason for this social rejection, it has meant the exclusion of the severely handicapped from many educational and employment opportunities. By present-day democratic standards in America, the severely handicapped have been repeatedly discriminated against. Public policy, as promulgated by Congress and interpreted by the Courts, now stands in opposition to discrimination. Discrimination against the handicapped is no longer legal. The impact of Court and Congressional actions on education for the handicapped will, when fully implemented, be profound. Unfortunately, the participation of the handicapped in the benefits of their society, insofar as this is practicable, has not been fully achieved. Thus, the public goal of helping all handicapped persons to lead as fulfilling and independent a life as possible (including receiving relevant vocational training) has yet to be realized.

Some Improvement Since 1968, but . . .

There has been a heavy investment in general vocational education programs since the passage of the Smith-Hughes Act more than 50 years ago. Yet, while the Vocational Rehabilitation Administration has demonstrated repeatedly that handicapped people do well when provided job training and employment, few attempts have been made to provide universal vocational education for severely handicapped youth. The Vocational Education Amendments of 1968 provided the first specific funds for vocational education programs for the handicapped when 10% of state grant monies were set aside for programs for the handicapped.

Since the passage of the 1968 Amendments, many states have made progress toward improving the amount and quality of vocational training and services for the handicapped. The extent of such efforts was shown in a 1972 survey reported by the Bureau of Education for the Handicapped, which asked state personnel to identify projects that were" . . . representative . . . of good practices of vocational education for handicapped persons." Forty states responded, and 117 innovative and high-quality training programs for the handicapped across the country were described. While progress is being made, the study showed that more attention needs to be focused on the vocational training and placement of the *severely* handicapped because most of the existing programs deal with less severe problems.

Severely Handicapped Are Those Who Need Special Services

The Bureau of Education for the Handicapped (BEH) has defined the severely handicapped person as one who needs educational, social, psychological, and medical services beyond those which have been offered by traditional education or special education programs. Due to the intensity of his physical, mental, or emotional problems, or a combination of problems, special services are required in order to realize his or her full potential for self-fulfillment and useful, meaningful participation in society. The "severely handicapped" persons include those classified as schizophrenic, autistic, profoundly and severely mentally retarded, and those with two or more serious handicapping conditions—such as the mentally retarded-deaf and the mentally retarded-blind. Such persons may have severe language or perceptual-cognitive deprivations or disorders and have severe behavior problems, for example, a failure to attend even to the most pronounced social stimuli, self-mutilation, durable and intense temper tanturms, and absence of even the most rudimentary forms of verbal control. By this definition the impairments of the severely handicapped are considered to be relatively permanent rather than temporary.

New Breakthroughs Are Required

Vocational training programs and career opportunities for the severely handicapped may be substantially different from those designed for persons with only temporary impairments. However, the severely handicapped youth or adult shares with the nonhandicapped a variety of problems in preparing for work. First, he or she must determine which jobs he or she can do, if appropriately trained. Second, he or she must secure appropriate training, and third, find an appropriate position once trained. All of these problems are magnified for the severely handicapped person. Research is required to determine possible new and effective solutions to these problems.

BEH Has Goals for the Severely Handicapped

The Bureau of Education for the Handicapped has outlined two of its principal objectives for the severely handicapped as follows. First, "to enable the most severely handicapped children and youth to become as independent as possible, thereby reducing their requirement for institutional care and providing opportunity for self development. Second, to stimulate the

see page 3, col. 2

Training and Placement Survey

Finding out what vocational training programs and placement services are doing to help the severely handicapped is the object of a national survey being conducted by the American Institutes for Research (AIR) for the Bureau of Education for the Handicapped. This is a VOTAP project activity. A variety of sources are being asked to nominate such programs in each of the ten USOE regions across the nation. Selected training programs and placement services will then be surveyed to obtain descriptions of current programs with the hope of identifying innovative and especially effective training and placement practices. The survey will also help to identify new jobs for the severely handicapped.

AIR will ask directors and experts in universities, federal agencies, bureaus, regional education laboratories, research and development laboratories, state departments of rehabilitation, state departments of special education, local school districts, and professional organizations to nominate training programs and placement services for the severely handicapped. From these nominations 300 training institutions and 300 placement services will be selected from the ten USOE regions. The number chosen from each region will be in proportion to its population and will include programs from both urban and rural settings, both large and small programs, and both public and private institutions. The VOTAP survey will take place during the first four months of 1976.

Information Uses

The survey instruments will gather information about specific programs, with special emphasis on vocational training and job placement practices. AIR anticipates that the most important information to be found will be identifying especially innovative or effective practices in training and placing the severely handicapped into jobs. Information about the kinds of jobs presently being done by the handicapped across the nation will be valuable in helping programs tailor their instruction toward a realistic job market. Such information will also help researchers to forecast new job possibilities for the severely handicapped by analyzing the common skills in jobs which are already being held and, by a process of extrapolation, identifying new jobs having common skills which have not been previously considered.

AIR plans to produce four handbooks in the VOTAP project for BEH. Survey information will be valuable for *Handbook 2: Career and Vocational Education Opportunities for the Severely Handicapped.* This handbook will include selected individual program descriptions of vocational training programs presently serving the severely handicapped. Survey information will also be used to write *Handbook 3: Placement Services for the Severely Handicapped*, which will be a description of selected placement services into jobs or vocational training for the severely handicapped. Additionally, survey information will contribute to the other two handbooks, which point to vocational areas that show the most promise for increasing opportunities for the severely handicapped, and identify areas in which research and development is most vital if further expansion of vocational opportunities is to be realized.

Literature Review

The VOTAP project commenced with a literature review that was designed to familiarize staff members with the field of vocational training and placement of severely handicapped people and to collect preliminary information for the monographs that will be written during the project. The search was conducted primarily with the use of DIALOG, a computerized information retrieval service. Descriptors selected from the *ERIC Thesaurus of Descriptors* and the *Psychological Abstracts Thesaurus* identified more than 10,000 potentially relevant readings from four data bases. These four data bases were Educational Resources Information Center (ERIC), which included Resources in Education (RIE) and Current Index to Journals in Education (CIJE), Exceptional Children Abstracts; American Psychological Association Abstracts; and Abstracts of Instructional and Research Materials (AIM/ARM). The number of readings was reduced considerably by eliminating documents written in a foreign language, those published prior to 1965, and those for which descriptors selected from the thesauri were not major descriptors.

The remaining references (about 1,400) and their abstracts were screened by at least two project staff members to determine whether the documents should be located and read. During this phase of the literature review, many citations were eliminated because their content was not directly relevant to the goals of the VOTAP project. Most often this meant either that the population described was not severely handicapped, according to the definition supplied by the Bureau of Education for the Handicapped, or that the article focused on career awareness or career education rather than on vocational training for young adults and adults. About 275 references were judged by both raters to be relevant.

The staff had a wealth of resources available to them for reading and reviewing. A complete set of ERIC microfiche is located on the Stanford University campus in Palo Alto. Libraries at four universities were searched, and an inter-library loan service provided access to other California state libraries. The staff also ordered documents directly from authors and organizations.

As a result of the search, an annotated bibliography of the literature has been compiled and printed. In addition to over 120 separate annotations of such documents as journal articles, final project reports, and monographs, the bibliography includes annotations of 15 books, representing approximately 150 contributing authors. The annotations are organized under the following topics: Features of Rehabilitation; Employment Opportunities, Progress, and Recommendations; Sheltered Workshops; General Considerations; Job and Skills Training; and Vocational Training and Placement Programs. The annotations of the books are listed in a separate section.

Although designed primarily as a resource for personnel directly involved with the field of vocational training for severely handicapped people, the bibliography contains unannotated references to about 70 documents, identified during the literature search, that deal with vocational/career education of less severely handicapped people of all ages. These additional references are included because they might be useful to practitioners in the field.

The readings included in the bibliography were selected on the basis of their relevance to the topic of the project. The authors of the bibliography made no attempt to evaluate the content of the readings; therefore, the bibliography represents a variety of philosophies and methodologies about job training, employment, and job placement for the severely handicapped. One-hundred copies of the bibliography have been printed by AIR, and plans are underway to enter the bibliography into the ERIC System.

Evaluation of Child Service Demonstration Centers Awarded AIR by BEH

AIR has recently been awarded a contract to evaluate 15 Child Service Demonstration Centers (CSDC) that are in their second year of operation. The CSDCs funded by the Bureau of Education for the Handicapped (BEH) in response to the growing recognition of the needs of learning disabled (LD) children, have been established in most of the 50 states. The mandate of each CSDC is to develop model programs to meet the needs of LD children and to devise a strategy for disseminating information that will facilitate the adoption of successful program components by other agencies serving the LD child.

To foster experimentation with new approaches and to allow each CSDC maximum flexibility in responding to local needs, the BEH has encouraged the development of alternate strategies in each of the following areas:

- screening and diagnosis of LD children,
- developing educational programs for remediation of learning disabilities,
- involving parents in planning and remediation,
- establishing effective working relationships with community agencies and with a local advisory panel,
- developing dissemination and replication strategies, and
- undertaking staff development procedures.

AIR's evaluation will concentrate on the success of each CSDC in meeting its own goals in each BEH program area. This effort, directed by Ms. Barbara Rodabaugh, will include a review of program documents, site visits to each of the CSDC s, and interviews with CSDC staff and with parents of children served by the CSDC s.

This formative evaluation is intended to be supportive in tone and is designed to provide information that will allow the BEH to help CSDCs further improve the services available to LD students.

Paul F. Cook Joins VOTAP Staff

Dr. Paul F. Cook has joined the VOTAP staff as Assistant Project Director. In this capacity Dr. Cook will be responsible for coordinating project activites and will take a major role in developing and writing the various project survey instruments, handbooks, and reports.

International Experience

Dr. Cook has a rich and diverse international background in school psychology, counseling, educational evaluation, and curriculum development. He did his undergraduate work at Utah State University at Logan, earning his BS degree in psychology and a teaching certificate in secondary education. After a two-year career as an officer in Army Intelligence and another year as a secondary school teacher, he did graduate work at Brigham Young University, where he earned an MS in school psychology and a Ph.D. in educational psychology. After returning to Utah State University as Assistant Professor of psychology for one year, Dr. Cook joined the American Institutes for Research (AIR) and spent 5½ years in Africa on two major projects. His first responsibility was as Deputy Director of the Regional Testing Resource and Training Centre, involving the countries of Malawi, Botswana, Lesotho, and Swaziland. This project received special notice by AIR as one of its six most outstanding projects in 1973. During this time Dr. Cook lived in Gaborone, Botswana, and was responsible for project activities in Botswana, Lesotho, and Swaziland. Dr. Cook's experience in educational test development in Africa led to an interest in improving the quality of education in those countries.

The second overseas assignment was as an advisor to the Ministry of Education in Swaziland; a plan for the total revision of the primary school curriculum was accepted by the Swaziland Government, donor assistance for an eight-year project was obtained for the first four years in excess of $2 million, and a curriculum center manned by local personnel was established. The curriculum development process was begun under Dr. Cook's leadership.

This experience working in developing countries well suits Dr. Cook for working with and appreciating the problems of the handicapped. His background in planning and establishing innovative programs in conservative systems will be applied usefully in the VOTAP project.

Mainstreaming .... *from page 3*

The documentation of effective programs will greatly facilitate module development. Documentation itself will involve (1) color still photography, (2) collection of specimen materials, reports, and other information descriptive of the program, and (3) a limited amount of audio recording to get the flavor of the interaction between teachers and students. These documentation products will be incorporated with the modules to provide practical examples showing how vocational education can be extended to the handicapped.

National Advisory Panel

A requirement of the VOTAP project, as defined in the request for proposals issued by the Bureau of Education for the Handicapped, was that a National Advisory Panel be established. American Institutes for Research has been particularly fortunate in securing some outstanding practitioners from both the handicapped and vocational fields.

While there has been no formal meeting of the advisory panel, individuals have been reacting to the survey materials. However, the contributions of the panel are reflected in every activity of the VOTAP project. The panel will continue to participate in an advisory way via the telephone and mail.

The VOTAP Advisory Panel members are:

Ralph Bohn (Dean of Continuing Education, San Jose State University)
Gordon Christian (OJT Coordinator, National Association for Retarded Citizens)
Ronald Howard (Co-Director, Life Experience Dissemination Project)
M. Harry Jennison (Executive and Medical Director, Children's Hospital at Stanford)
Merle Karnes (Director, Colonel Wolfe School, Institute for Research in Exceptional Children)
Russell Kirbey (Executive Director, Braille Institute of America)
Herbert J. Kramer (Representing Joseph P. Kennedy, Jr. Foundation)
Constance Lawrence (Principal, Joseph M. McKinnon School for the TMR)
Charles Richman (Director, International Association of Rehabilitation Facilities)
Norman Silberberg (Vice-President, Sister Kenny Institute)
David Taxis (Assistant Director for Curriculum and Instruction, Los Angeles County Schools)
Elsie Vickery (Executive Director, Children's Health Home)
Ernest Willenberg (Assistant Superintendent of Special Programs, Los Angeles Schools)
Tom Williamson (Director, Hope Adult Development Center)

VOTAP Project .... *from page 2*

Task three is a survey and description of placement service practices presently available for the handicapped and an analysis of their effectiveness. Nominations for placement services will be obtained from the same sources used to locate training programs, and 300 placement services across the country will be selected to be surveyed. *Handbook 3: Placement Services for the Severely Handicapped,* will describe the findings of the third task.

Information received during the first three tasks will be consolidated in task four to identify needed areas of reasearch and development. The emphasis in task four will be on ranking the most pressing needs in designing, implementing, and managing training and placement systems. A fourth monograph, *Handbook 4: Recommended Research and Development Activities for the Severely Handicapped,* will make recommendations for further research and development needed to provide better opportunities for vocational training and placement of the severely handicapped.

Recent Legislation Regarding the Handicapped

Recent legislation regarding the handicapped is of considerable interest to those involved in the vocational training and placement of people with handicapping conditions. Two examples are discussed below, one dealing with the hiring of the handicapped and one with the education of handicapped youngsters. These two examples give us a glimpse of far-reaching changes which are underway with the hope that the changes are leading to a better quality of life for certain citizens who have suffered vocational and educational discrimination.

Section 503 of the Rehabilitation Act of 1973 contains a strong affirmative action clause for organizations utilizing federal monies after January 1976. Every federal agency contract of more than $2,500 will require that qualified handicapped applicants be actively recruited, considered, and employed and that all qualified handicapped employees be afforded nondiscriminatory consideration for promotion and job advancement. No handicapped individual may be discriminated against on the basis of his handicap. Affirmative action applies both to initial employment and to what takes place after a person is hired—job assignments, promotions, training, transfers, terminations, accessiblity, and working conditions. A handicapped worker is given a new federal right to file a complaint when he or she feels there has been discrimination in employment, or in application for employment, because of his handicap.

The effects of the act are directed toward the hiring of the severely handicapped as well as persons with minimum handicaps. The most distinctive feature is that of requiring "accommodation" to the physical or mental limitations of the person with the handicap. Appropriate accommodation will permit the proper utilization of qualified severely handicapped people. Improper rejection of severely handicapped people, or improper utilization of them, constitutes non-compliance.

In November 1975 Congress approved legislation (PL 94-142) to make "free appropriate public education" available within five years to all the nation's handicapped persons from ages 3 to 21. It is estimated that there are eight million handicapped youth who are not receiving equal educational opportunities and as many as one million excluded from public school systems altogether. The legislation proposes $300 million in appropriations to deal with the situation. The money would be provided to states that can demonstrate they will be able to give free appropriate public education to handicapped youth. For a number of years litigation has been reported to be in progress in many states to secure equal educational rights for retarded children. The end result of such litigation is seen to be a zero reject system with school districts responsible for locating previously excluded children.

As part of the thorough-going impact this legislation will likely produce, considerable research and development work will be required in mainstreaming handicapped children into schools and in modifying working environments to adapt to particular handicapping conditions. In order to provide all children in America an equal educational opportunity which is appropriate to his or her level of ability, procedures for testing, assessing, identifying handicapped children, and reporting progress will need to be developed which are free of racial, cultural, sex, or other discriminatory practices. Breakthroughs will be required in making available regular educational environments, i.e., neighborhood schools, hospital schools, special schools and classes, and intensive educational care units, for placement of handicapped children.

The modification of working environments to accommodate the handicapped worker or learner will require nontraditional ways of getting jobs done. Jobs will have to be reorganized so that functions ordinarily performed by the worker can be done by something or someone else. There is infinite possibility for this type of modification. Various prosthetic devices, tools, or working conditions will have to be developed and knowledge about these innovations widely disseminated.

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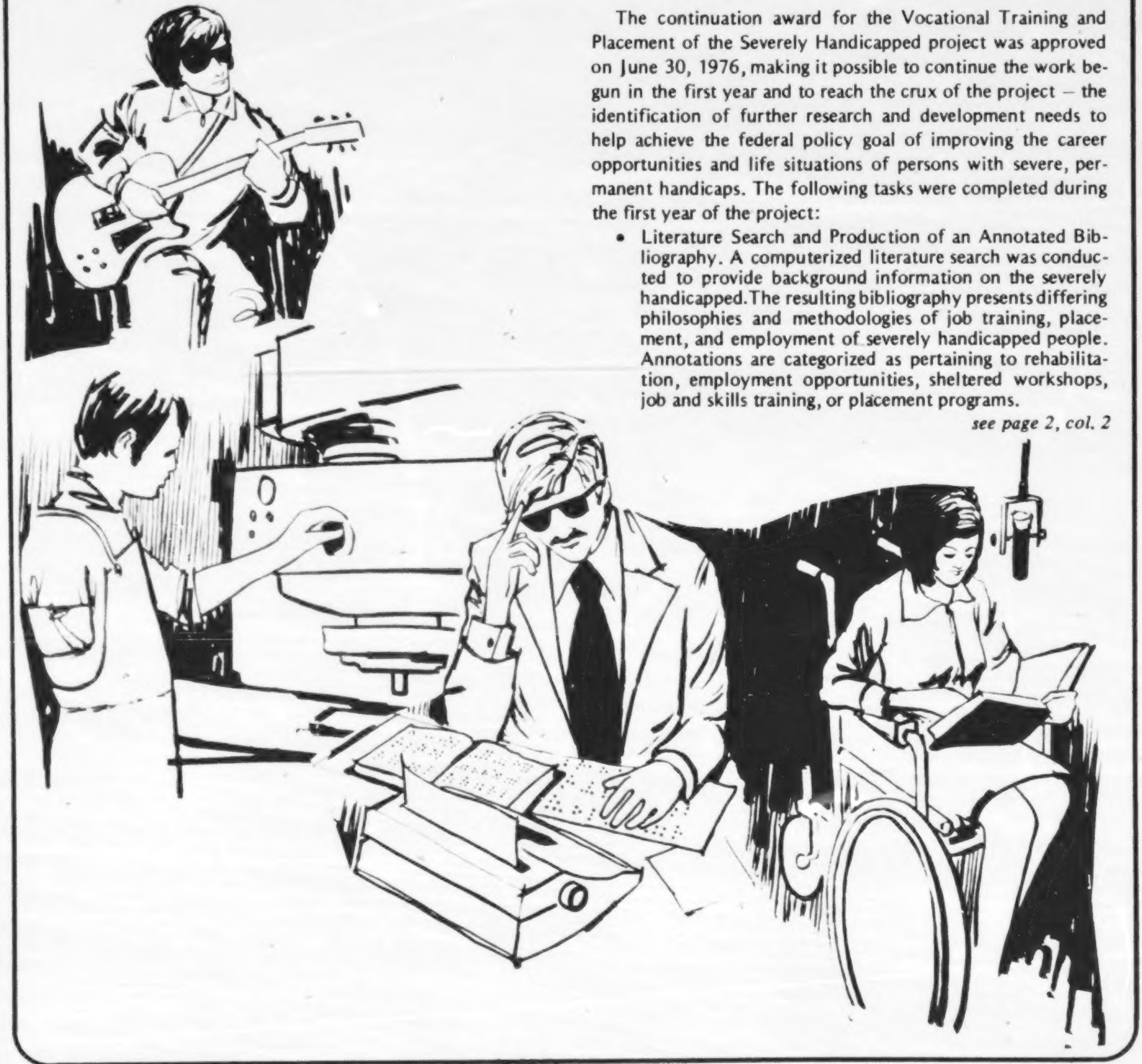
The AIR
VOCATIONAL TRAINING &
VOTAP
PLACEMENT OF THE SEVERELY HANDICAPPED
NEWS
SUMMER 1976

VOTAP Receives Second-Year Funding

The continuation award for the Vocational Training and Placement of the Severely Handicapped project was approved on June 30, 1976, making it possible to continue the work begun in the first year and to reach the crux of the project – the identification of further research and development needs to help achieve the federal policy goal of improving the career opportunities and life situations of persons with severe, permanent handicaps. The following tasks were completed during the first year of the project:

- Literature Search and Production of an Annotated Bibliography. A computerized literature search was conducted to provide background information on the severely handicapped. The resulting bibliography presents differing philosophies and methodologies of job training, placement, and employment of severely handicapped people. Annotations are categorized as pertaining to rehabilitation, employment opportunities, sheltered workshops, job and skills training, or placement programs.

see page 2, col. 2



Training and Placement Program Survey

A major VOTAP project activity has been a national survey to find out what vocational training programs and placement services are doing to help the severely handicapped. AIR asked 1,043 directors and experts in universities, federal agencies, regional education laboratories, research and development laboratories, and state departments of rehabilitation to nominate training programs and placement services for the specified population. The nomination phase was conducted between April 1 and May 15, 1976. Twenty-nine percent of the nomination forms were returned, and 373 programs were nominated.

Programs to be surveyed were selected on the bases of USOE geographical region, occupational training or job placement services provided, private or public institution status, number of clients served, rural or urban setting, and type of severely handicapped persons served. Two survey forms were used — a training Program Information Form (PIF) and a Job Placement Information Form (JPIF). VOTAP staff members Peter Dahl, Melanie Austin, and Paul Cook were responsible for developing the survey forms. A total of 300 PIFs and 254 JPIFs were sent to 333 nominated programs on May 15; 262 of the programs were asked to complete both forms since they offer both types of services. Fifty-one percent of the survey forms had been returned as of July 23, 1976.

Survey information will be utilized in two ways. Two project products will be handbooks describing present career and vocational opportunities as well as placement services for the severely handicapped. Survey information will be condensed into selected individual program descriptions to be included in the two handbooks. Draft program descriptions will be sent to the survey respondents for their review and validation. A second use of the survey will be to identify innovative and especially effective training and placement practices. A draft set of criteria for identifying such innovative techniques has been sent to the project's National Advisory Panel for their review. These practices will be highlighted in the handbook program descriptions and will be used to identify areas in which research and development is vital if further expansion of vocational opportunities is to be realized.

Staff member Melanie Austin was responsible for the organization and supervision of survey procedures. She was assisted in survey management by Linda Pierce.

VOTAP Staff Participate in Evaluation Study

VOTAP staff members Melanie Austin and Peter Dahl recently visited 11 of the 15 Child Service Demonstration Centers that are being documented by AIR (VOTAP News, Winter 1975-1976, p. 6). These centers, funded under Title VIG of PL 91-230, are developing and trying out a variety of models to provide service to learning disabled children.

"The purpose of the study is to provide BEH with information that it can use in future program planning," explained the Project Director, Barbara Rodabaugh. "The site visits provide on-the-spot information about what is going on in the field — there has been no previous third-party documentation."

Austin, who visited projects in Illinois, Mississippi, Nebraska, Ohio, and Wyoming, felt that the services provided to parents were among the outstanding features of many programs. "Parents seem to be a lot happier," she said. "They can accept the fact that their children have learning problems and are better able to help their children overcome them." Austin also noted that in many areas, state and local educational agencies are increasing their support for LD programs so that services can continue once federal funding ends.

The wide diversity of programs and approaches was the salient feature to Dahl. These projects range from teacher-training programs to a model cooperative effort between a psychoeducational agency and a school system to a diagnostic center. This diversity will provide other states and localities with a wide variety of models that they can adopt or adapt to meet their particular needs. Dahl, who visited Child Service Demonstration Centers in Indiana, Pennsylvania, Tennessee, Texas, Virginia, and West Virginia, also pointed out that many centers have conducted impressive research and development activities along with providing direct services to students or teachers.

VOTAP Funding ....

from page 1

- Training and Placement Program Survey. This was a two-phase survey. Approximately 1,000 national experts were asked to nominate relevant training programs and placement services. Survey forms were then sent to more than 300 nominated programs. A draft set of criteria for innovative and/or effective program practices has been sent to USOE and the National Advisory Panel for their review.
- Draft of Handbook 1. This handbook identifies potential jobs and vocational areas for the severely handicapped. First, it identifies jobs at which persons with severely handicapping conditions have been successful. Second, it identifies skills in which handicapped people have been successfully trained; these jobs and skills are then used as a basis for extrapolation to *potential* jobs. Third, it uses the Department of Labor's *Dictionary of Occupational Titles* clustering scheme to identify jobs requiring skills similar to those which have already been trained and uses worker traits to provide clues for possible skill augmentation or job re-engineering.

The following tasks will be completed during the second year of the project:

- Prepare Handbooks 2 and 3. These handbooks will contain program descriptions of training programs and placement services presently serving the severely handicapped, as obtained from the survey. A program description format has been prepared, and descriptions are currently being written. The handbooks will focus on particularly effective or innovative practices.
- Prepare Handbook 4. A preliminary description of research and development needs will be distributed to the National Advisory Panel. The opinions of these practitioners in the field, in combination with information obtained from the literature review and survey results, will form the foundation for Handbook 4.
- Prepare Final Report. The final report will be submitted to USOE on June 30, 1977.

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Our Man in Sacramento

by Ken Stein

Governor Brown has appointed Edward V. Roberts to be the new Director of California's State Department of Rehabilitation. Ed, who is 36, has been the Executive Director of the Center for Independent Living for the past two years. When he assumed office on Nov. 1, he became the first quadriplegic to head a major state agency.

The announcement of the appointment was made at a ceremony at CIL on October 3. "People should recognize that the ceremony being held here represents a mandate from the Governor on down to set up a new order for the disabled in California," Roberts said in a speech. He went on to say that for the most part, disabled people have been viewed as people to be written off, and that this has often been a self-fulfilling prophecy. More than anything, he said he'd like to let people know that the limits that have been traditionally placed on disabled people have to be thrown out.

To Ed, the biggest barrier is the attitude toward disabled people. "Health professionals see us in the main, during acute times – when we've first broken our necks, gotten ill, or whatever. They see us struggling to regain some kind of identity. They may see us again when we get bedsores or when we're terribly sick. They *don't* see the people who have overcome their disabilities. They don't see our joy."

He says that "on the whole, people like myself and thousands of others in this country have been overlooked by the entire rehabilitation system because we're very difficult kinds of people to rehabilitate. We've found that the only way is to rehabilitate each other." What's needed more than ever, he suggests, is to set up programs run by a combination of the disabled (and particularly the severely disabled) and the non-disabled working together.

Now that he's been named State Director, Ed says that he'd like to turn the whole system around. Until now, the system has rewarded successful case closures, encouraging workers to choose clients whose cases could be closed quickly. "What's needed," he suggests, "is to re-order priorities to focus on the rehabilitation of individuals who need it most." He points out that there are a lot of really good people in the Department who share his commitment.

Ed is also hopeful that his close ties with California's disabled community will provide him with feedback not available to previous administrations. Too often, programs designed to help disabled people get tangled in red tape by the time they filter down to the grassroots level. Ed's contact with the disabled community will ensure that the Department of Rehabilitation will be more responsive to its disabled clients' needs.

One of his primary goals is to set up other CIL-type programs around the state, filling in direct service gaps outside of institutions. Another of his goals is to make it possible for disabled people to take part-time jobs while in school, in order to get a richer variety of work experience. Beyond this, he suggests that "all too often, disabled people are trained for jobs that won't ever allow them to live independently. The system is going to have to start acknowledging and serving the long-term needs of the severely disabled."

Ed believes that his appointment will also help break down a lot of attitudinal barriers. This is likely to happen insofar as increased visibility of disabled people inevitably leads to a climate of acceptance. This lesson can be as important to the disabled as to the non-disabled. As Ed says of his experience at CIL, "Disabled people see us at the Center. They see we're all active and out doing things, and it makes them realize their *own* potentials." What this points out is that above and beyond his actual accomplishments as State Director, the mere *fact* of his appointment can go a long way toward dispelling the myth of "the poor helpless crip."

In this regard, Ed has expressed some fear that he will be represented by the press as a "super crip," performing great feats of wonder. If this happens, he says, the whole meaning of his appointment will be lost. The point, he says, is that what he has done, others can do. "I'm a role model, not a superhero." In fact, he sees his appointment as growing directly out of the disabled liberation movement – a result of actions by many disabled people, and an indication of what's coming in the future.

For many, the appointment symbolizes a new awareness on the part of state leaders that true independence encompasses far more than "vocational rehabilitation." It is sincerely hoped that this appointment will serve as a model for other states, and other state agencies. We can only applaud Governor Brown for his affirmative action and wish Ed Roberts the best of luck in Sacramento.

Courtesy of Center for Independent Living, Inc.

New VOTAP Director

With the retirement of Dr. B. Gordon Funk as director of the VOTAP project (Vocational Training and Placement of the Severely Handicapped), Dr. Paul Cook has been appointed to the directorship.

Dr. Cook has been Associate Project Director since the first quarter of the project's life. He is a Senior Research Scientist and has been with the American Institutes for Research for over six years. Except for his recent leadership role in VOTAP, his service with AIR has been overseas in Africa, where he was Deputy Director of the Regional Testing Resource and Training Centre in Botswana and a curriculum advisor to the Ministry of Education in Swaziland.

News Briefs

- There will be a meeting of the International Association for the Retarded in Washington, D.C., on August 23.
- The first meeting of VOTAP's National Advisory Panel will take place in San Francisco at the Cliff Hotel, August 30 and 31. Panel members have been consulted frequently by mail and telephone in regard to project activities, but this will be the first formal meeting attended by all panel members. Project staff are looking forward to the opinions and insight to be offered by panel members during the meeting.
- The National Conference of the Association of Rehabilitation Facilities met in San Francisco in May (this spring). Members of the VOTAP staff were able to participate in several of the meetings and symposia of experts and authorities in the field for facilities planning for the severely handicapped. New and pending legislation relating to this field was discussed in the meetings. Many other national leaders and survey participants were met who were able to amplify for VOTAP staff members the information submitted in their survey responses describing their programs.

The conference brought a number of these national leaders in facilities planning for the handicapped to the Bay Area. The VOTAP office was visited by several of these individuals. Mr. Charles Richman, Director of Product Development, International Association of Rehabilitation Facilities, and a member of VOTAP's National Advisory Panel, spent part of a day with the staff discussing the VOTAP project from the point of view of his Washington office. The informal discussion which took place was particularly helpful for the writers and developers of Handbooks 2 and 3. Two staff members, Dr. Edward Hester, Director of Research of the Goodwill Rehabilitation Center in Chicago, and Mr. Perl Naess, Director of Administrative Services, who were respondents in our VOTAP survey, also visited the AIR VOTAP offices and amplified the descriptions of their programs for our handbooks. Dr. Hester in particular shared with the staff many of the research ideas that the Chicago Goodwill Program is Planning. The results of the VOTAP studies will be supportive of their proposed research.

Site Visits

Following the development of an annotated bibliography which acquainted the VOTAP staff with the professional literature concerning training and placement of the severely handicapped, the staff has embarked on a systematic program of visitation to outstanding service centers offering training and placement for various categories of the severely handicapped. Time and budget considerations have limited these visits to the immediate geographical area surrounding the Palo Alto office of AIR.

Center for Independent Living

One of the outstanding programs visited was the Center for Independent Living (CIL) in Berkeley. In another column of this newsletter is a reprint of the CIL's bulletin which features an article about Ed Roberts, the founding director, who has recently been appointed California State Director of Vocational Rehabilitation. Staff members found that CIL has outstanding programs for training technicians in the repair and modification of wheelchairs and vans; computer programmer classes; and an active program of counseling and advocacy for the severely handicapped.

Rehabilitation Engineering Center

Through the good offices of Dr. Harry M. Jennison, Executive and Medical Director of Stanford's Children's Hospital and a member of the VOTAP National Advisory Panel, Drs. Funk and Cook visited the Rehabilitation Engineering Center of the hospital. Mr. Maurice A. LaBlanc, Chief Rehabilitation Engineer, ably served as a guide through the four divisions of this center – prosthetics, orthotics (bracing), mobility, and communication. Since it is a part of the Children's Hospital services, the primary emphasis of the center is helping severely handicapped children compensate for their disabilities. Much creative and innovative work was observed, and insights were gained into the development of prosthetics and other aids. Here, as in other sites visited, the priorities of the needs of the severely handicapped are determined to be:

1) communication,
2) a.d.l. (activities of daily living, or independence),
3) mobility, and
4) ambulation.

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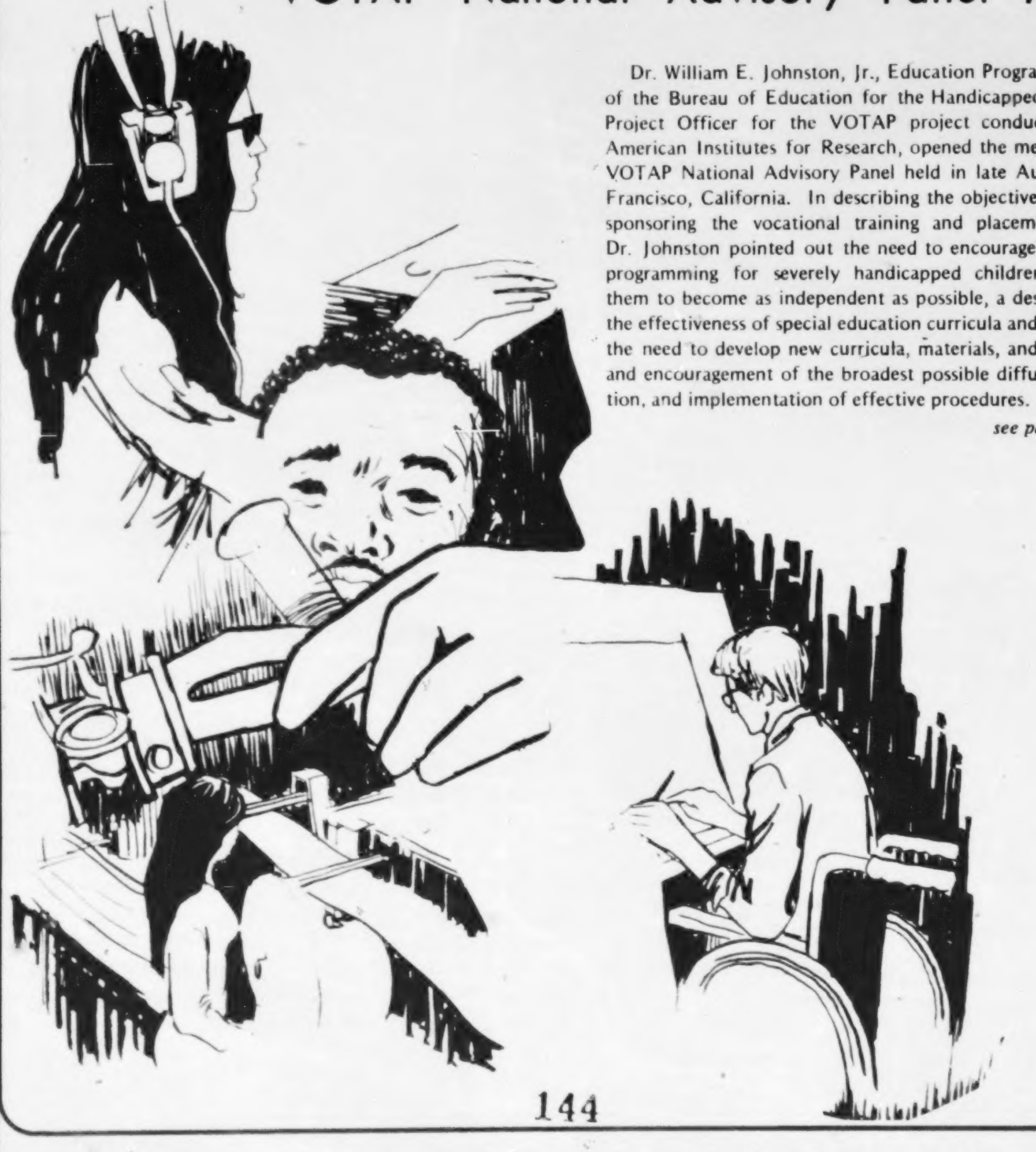
The AIR VOTAP NEWS

VOCATIONAL TRAINING &
PLACEMENT OF THE SEVERELY HANDICAPPED

WINTER 1976-77

VOTAP National Advisory Panel Meets



Dr. William E. Johnston, Jr., Education Program Specialist of the Bureau of Education for the Handicapped and USOE Project Officer for the VOTAP project conducted by the American Institutes for Research, opened the meeting of the VOTAP National Advisory Panel held in late August in San Francisco, California. In describing the objectives of BEH in sponsoring the vocational training and placement project, Dr. Johnston pointed out the need to encourage educational programming for severely handicapped children to enable them to become as independent as possible, a desire to assess the effectiveness of special education curricula and procedures, the need to develop new curricula, materials, and techniques, and encouragement of the broadest possible diffusion, utilization, and implementation of effective procedures.

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Research Products

Three handbooks are to be developed during the course of the VOTAP project. Handbook 1, *Potential Vocational Opportunities for the Severely Handicapped*, identifies and discusses major barriers preventing severely handicapped persons from gaining vocational training and employment, and includes a description of strategies that can be used to surmount these barriers. The handbook contains lists of jobs that severely handicapped workers presently hold in sheltered workshops and competitive employment; it also contains suggestions as to how potential jobs may be opened to handicapped persons by managing relevant barriers. A complete draft of this handbook has been written, edited, and produced; 25 review copies were printed and distributed in mid-December to the National Advisory Panel members and to AIR's internal review panel for reaction and comment. The draft was prepared as nearly as possible to its final form, including artwork, headings, etc. Revisions will be made as indicated by the reviewers, and the final version of the handbook will be submitted to BEH in June 1977 as part of a set of books produced by the project.

Handbook 1 is currently 153 pages long and has six major portions:

- a preface describing the VOTAP project and how the handbook fits into the project;
- an overview that describes the need for the handbook, its purpose, and how it is to be used;
- the job clustering rationale adopted for use in the handbook;
- 68 worker trait group tables describing jobs currently held by severely handicapped persons and suggestions for expanding these jobs;
- a conceptual framework of how barriers may be managed to obtain adequate vocational training and eventual work;
- a description of major barriers and some strategies and examples of how barriers may be overcome.

The handbook is not intended to reflect actual training or job possibilities in business and industry in every geographical area. Obviously, the job market will vary from area to area, and a first step in training and placing a handicapped person is to identify those jobs in the community for which he or she might be successfully trained.

Handbook 2, *Vocational Training Programs and Placement Services for the Severely Handicapped*, presents approximately 150 summary descriptions. The programs and services described represent a variety of agencies concerned with helping the handicapped achieve vocational independence. These agencies primarily include both public and private secondary and postsecondary educational institutions and rehabilitation facilities.

The term rehabilitation facility refers to a wide range of facilities that may differ according to the type of handicapped individuals served and the kinds of services provided. The major types of rehabilitation facilities concerned with vocational rehabilitation, and those that are described in the handbook, are 1) rehabilitation workshops; 2) vocational evaluation and work adjustment facilities; and 3) comprehensive rehabilitation centers.

Innovative or effective practices are highlighted in the program descriptions. These practices were identified by the program staff; the decision to highlight them or not was aided by criteria drafted by the AIR research staff and reviewed by the National Advisory Panel and by BEH.

An introduction to the handbook and ten sample program descriptions have been sent to the advisory panel members for review and comment. The reviewers will provide input concerning how to make the descriptions more useful. The draft of Handbook 2 will be revised in February and March, and will be submitted to BEH in June 1977 along with Handbooks 1 and 3.

An initial design has been completed for Handbook 3, *Recommended Research and Development Activities for the Severely Handicapped.* AIR has received many requests for copies of these draft handbooks. Unfortunately, we are unable to respond to these requests due to the draft nature of the materials. Final copies will be completed in June. Readers will be informed later as to their availability.

News Briefs

- Dr. Paul Cook, VOTAP Project Director, presented a paper at the Third Annual Conference of the American Association for the Education of the Severely/Profoundly Handicapped in Kansas City, October 13-15, 1976. This invited paper described the VOTAP project at a forum entitled, "Identifying Local, State, and National Resources for Serving Severely/Profoundly Handicapped Citizens."
- Dr. Cook was also invited to attend "A National Forum on Pathways to Employment," conducted by the President's Committee on Employment of the Handicapped in Washington, D.C., November 22-23, 1976. Dr. Cook was a group facilitator for the Special Education Guild Workshop and for the Sheltered Workshop group.
- VOTAP staff have been requested to make an hour presentation on the findings of the project at a western forum conducted by the Center for Vocational Education of Ohio State University in San Francisco February 3, 1977. The topic of the forum is "Education and Work: Directions for the '80s."

Keep Those Cards and Letters Coming

VOTAP staff have received a number of project descriptions and publications in fields related to severely handicapped persons as a result of the first two issues of the AIR VOTAP NEWS. Please continue to send your news, as well as names of persons who would like to receive this newsletter on a regular basis, to

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University of Oregon's STP

The Specialized Training Program has been underway four years at the University of Oregon in Eugene with a firm commitment to substantially increase the vocational opportunities of the severely retarded in the Northwest. Initially, a model program was set up in which severely and profoundly retarded adults could perform challenging work for competitive wages. The individuals served were representative of the population of s/p retarded adults. Initial participants had been excluded from other educational and vocational programs; most had spent several years in institutionalized settings.

The program first focused on developing efficient procedures for teaching vocational skills, supervising production, and managing a specialized contract shop. Almost all participants have learned to do complex assembly tasks and to perform them competently in the production shop. The shop's major customer is Tektronix in Beaverton, Oregon. Typical work involves assembling cam switch actuators and wireharnesses, as well as other small electronic assembly work. Workers perform labor-intensive work, doing complex bench assembly tasks. While workers vary individually in their productivity, with appropriate training most are able to approximate the average time required in industry to complete individual tasks.

Industrial firms demonstrate how they perform a particular assembly, and this information is used to plan assembly sequences for the workers. Workers receive individual training until they learn a task and then work in a production setting which resembles that found in many industries. The money earned from contracts is used to pay wages to the workers, who contribute to their own welfare. It also helps pay for the shop's operating expenses.

After efficient teaching procedures were developed and the contract shop was established, attention turned to developing a comprehensive program model that could be adapted for use in other communities. STP is now developing a network of assembly shops in the Northwest and establishing a core staff to coordinate and provide assistance to these replication sites. The STP has obtained two new federal grants to help in this endeavor. One is a three-year grant from BEH to replicate and evaluate the STP model in the Pacific Northwest; the other is a grant from the Developmental Disabilities Office in Region X (Seattle) to continue work in developing habilitation procedures that are effective with severely retarded adults.

Nexus

The first community replication site of the STP demonstration model is Nexus in Seattle, Washington. Nexus is a division of Orion Industries, a non-subsidized vocational training and placement program serving vocationally handicapped adults. The initial 12 employees are being selected from nursing homes, state institutions, school systems, and private homes. They are receiving training on electronics component assembly work, contracted from local and regional industries. Employees also will be trained to commute to and from work using public transportation. A major goal of Nexus is to become a private non-profit corporation providing permanent employment and the minimum wage for all employees.

In September the STP began a series of monthly inservice training seminars designed to provide professionals in the Pacific Northwest an opportunity to learn sophisticated skills for working with severely and profoundly retarded adults in vocational settings.

The director of the program is G. Thomas Bellamy, Ph.D. Tom has primary responsibility for replication site development, technical assistance for site administration, and research on procedural development.

Mainstreaming Barriers

The American Institutes for Research has been awarded a grant to develop a Guidebook to help vocational educators mainstream handicapped students. This project is being sponsored by the Bureau of Occupational and Adult Education and is being directed by Dr. Peter Dahl. The approach to be taken in the Guidebook assumes that vocational educators will increase their services to the handicapped if they have practical methods available for overcoming the genuine problems that mainstreaming presents. Specifically, the Guidebook will:

- present typical barriers from the points of view of teachers, counselors, administrators, and placement personnel;
- show how vocational educators can assess local barriers to mainstreaming and develop realistic plans for overcoming them; and
- provide practical examples describing how vocational educators have applied their skills in extending vocational services to the handicapped, and showing how these solutions can be adapted to other situations.

In order to assure that the Guidebook accurately reflects the concerns of vocational educators and is realistic in suggesting methods for overcoming problems, project staff have met with a variety of vocational educators to ask them to identify significant barriers that they face in mainstreaming handicapped students. Based on their recommendations and a literature review, a survey form is being developed for distribution to administrators, counselors, teachers, and placement specialists to determine how they have overcome these or similar barriers.

Developing the Guidebook

Based on advisory panel suggestions, the literature review, and survey responses, the Guidebook will be developed. At present, two sections are envisioned: the first will deal with the increasing commitment of vocational education to serving the handicapped and with skills vocational educators now possess that are relevant to this task; the second will discuss practical methods for overcoming common problems that arise in mainstreaming.

NAP Meeting ....

from page 1

The National Advisory Panel members were drawn from the vocational education, special education, and rehabilitation communities to assure that project staff could draw upon expert assistance from all relevant professional fields. Members of the advisory panel are:

Everett Barton (Facilities Specialist, State Department of Rehabilitation, California)
Ralph Bohn (Dean of Continuing Education, San Jose State University)
Gordon Christian (OJT Coordinator, National Association for Retarded Citizens)
Harry Jennison, M.D. (Executive and Medical Director, Children's Hospital at Stanford)
Merle Karnes (Professor of Special Education, University of Illinois at Urbana-Champaign)
Russell Kirbey (Executive Director, Braille Institute of America)
Herbert Kramer (Director of Communications, Joseph P. Kennedy, Jr. Foundation)
Charles Richman (Director of Product Development, Association of Rehabilitation Facilities)
Norman Silberberg (Director, Research and Education Division, Sister Kenny Institute)
David Taxis (Assistant Director for Curriculum and Instruction, Los Angeles County Schools)
Elsie Vickery (Director, Poplar Center)
Ernest Willenberg (Assistant Superintendent for Special Education, Los Angeles Unified School District)
Tom Williamson (Director, Hope Adult Development Center)

The following staff members from the American Institutes for Research were in attendance:

Judith Appleby
Melanie Austin
Paul Cook, Project Director
Peter Dahl
Gordon Funk, Past Project Director
Peggy Gale
Carol Kaplan
Robert Weisgerber

AIR staff members briefed the National Advisory Panel on the project's general goals, literature review, annotated bibliography, training and placement program survey forms and procedures, program descriptions, and handbooks. The group then turned to the focal point of the meeting—identifying the vocational training and occupational placement needs of the severely handicapped. A list of needs was presented to the panel, and three general categories were created in which to organize the needs. The panel then divided into three subgroups which were urged to develop their strategies and recommendations with respect to:

- Attitudes regarding the handicapped;
- Improving the nature of employment;
- Obstacles to employment.

Barriers Identified

During the second day the three discussion groups reconvened to consider further the three problem areas by identifying barriers to solving each problem. The total panel met on the afternoon of the second day to review reports from the three discussion groups.

R&D Recommendations

The panel made recommendations for future research and development in the three problem areas. Some of their recommendations are listed here. Concerning the attitude barrier, the panel agreed that research should be conducted on the many aspects of mainstreaming. For example, does mainstreaming reinforce or eliminate negative attitudes? Does it deny or guarantee services? At what age is mainstreaming most effective?

In regard to improving the nature of employment, the National Advisory Panel recommended determining the validity of present assessment techniques used to place handicapped workers in training and employment programs. More sophisticated assessment techniques might be developed that would measure self-care, psychological, medical, and social/cultural factors. Included should be an index of how the person sees him- or herself relative to the system.

Concerning obstacles to employment, improved procedures should be developed for matching handicapped people to jobs. Success data and examples of employment should be identified and disseminated. The panel also recommended studying alternatives for assessing the handicapped person's interests and abilities, especially through job-sampling techniques.

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